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ABSTRACT

This paper proposes an Evaluator Development Program to meet the need for improvement and development in educational evaluation. The objective is to enhance effective evaluation processes in elementary, secondary, and higher education through the institutionalization of evaluator roles within differential settings. The program involves the development of the educational middleman, or evaluator, and consists of two major components: (1) the Evaluator Task Development Project and (2) the Position Development Project. The first mentioned is designed to identify and select evaluative tasks; to identify skills and competencies necessary for performance of these tasks; to design relevant instructional materials and processes; and to field test these materials with persons assigned evaluation positions in various educational settings. The Position Development Project is designed to institutionalize the tasks identified and developed in the first stage into positions within educational settings. The Program is outlined, the Task Develcpment Project is described in detail, and activities related to the Position Development Project are summarized. (CK)

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ED051306

THE EVALUATOR DEVELOPMENT PROGRAM

Part I: Overview

Part II; Task Development Project

Part III: Position Development Project

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While the thinking and ideas of the persons from the above institutions assisted the staff in formulating the plans and activities outlined in this working paper, the authors assume responsibility for the adequacies and inadequacies of the content herein.

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SECTION I

EVALUATOR DEVELOPMENT PROGRAM -

AN OVERVIEW

EVALUATOR DEVELOPMENT PROGRAM

I. Overview

Both professional writings and field responses offer the clear suggestion that a sphere of educational activity presently needing improvement and development is the area of evaluation. In order to meet this need, the Cooperative Educational Research Laboratory, Incorporated, is proposing an Evaluator Development Program.

The overall objective of CERLI's Evaluator Development Program is to enhance effective evaluation processes, procedures, and practices in elementary, secondary, and higher education through the institutionalization of evaluator roles within differentiated settings.

CERLI's proposed Evaluator Development Program is in the area of educational middleman development and consists of two major components, the Evaluator Task Development Project and the Position Development Project.

The Evaluator Task Development Project is designed to: 1) identify and select evaluative tasks appropriate for performance in differentiated educational settings; 2) identify the skills and competencies needed for the performance of selected evaluative tasks; 3) devise materials and processes for developing these skills and competencies; and 4) apply the materials and processes on a trial basis. The immediate concerns are to: 1) identify evaluative tasks; 2) design instructional materials and processes; and 3) field test the developments with persons assigned positions with evaluative responsibilities in varied educational settings.

The Position Development Project is designed to institutionalize the evaluative tasks identified and/or developed during the Task Development Project into positions and roles within educational settings.

The following document provides an overview of the Evaluator Development Program, describes the Task Development Project in detail, and briefly outlines the activities relating to the Position Development Project of the Evaluator Development Program.

II. Background and Theoretical Considerations Underlying the Evaluator Development Program

Schools today face a critical need to find better ways of allocating existing resources and of acquiring additional resources to cope effectively with current and emerging problems. Professional writings indicate that new and different types of trained personnel are needed in differentiated educational settings. These writings call for the systematic recruitment, training, and placement of such personnel in a variety of actual positions presently distinguished as middleman roles.

A current Office of Education sponsored project (David L. Clark and John Hopkins, "Roles for Researchers, Developers, and Disseminators," CRP Project X-002) indicates that between now and 1972, over 40,000 full time equivalent personnel will be required to fill the emergent research and development roles necessitated only by federally and foundation supported project. Some 86 percent of these positions will be of a variety now mainly unknown in educational practice, called variously by such titles as educational engineer, evaluator, demonstrator, field service

agent, etc. Generally speaking, the roles which these almost 40,000 persons will fill do not exist at this moment, nor is there any clear specification of what will be the definitions of those positions and roles.

Since at the present time there is no definitive statement concerning the nature of the emergent middleman positions or the kinds of role expectations that should be attached to them, CERLI has committed itself to this area of middleman personnel development as its major program. Such a commitment combines elements of an empirical and a conceptual approach to the task of defining selected roles necessary for carrying through change functions at the local school level.

The middleman role chosen by CERLI to develop in this particular project is that of evaluator - a role somewhat neglected in educational circles. (The evaluator role is described in Conference Paper #3 of the Conference on Emerging Roles in Educational Research, Development, and Diffusion held at Indiana University, December 1966, and implied in the latest version of the Clark-Guba paradigm of the change process.)[1, 2]

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[1]Conference on Emerging Roles in Educational Research, Development, and Diffusion, Indiana University, December 1966.

[2]Egon G. Guba and David L. Clark, "Effecting Change in Institutions of Higher Education," UCEA Inter-visitation Program, Ann Arbor, Michigan, October, 1966.

While society has continuously evaluated education, much of this evaluation has been informal. However, recent trends seem to indicate that acceptance of "soft" evaluative evidence about education may be coming to an end.

In his "Message on Education and Health in America" to the Congress of the United States, the President of the United States stressed the need for systematic evaluation in education:

> Most of our education programs have been operating too short a time to provide conclusive judgments about their effectiveness. But we should be heartened by the evaluation so far... The Council (National Advisory Council on the Education of Disadvantaged Children) did identify problems and weaknesses in the school districts. Our efforts to identify shortcomings and to assess our progress can never be fully effective until we provide sufficient resources for program evaluation. I have requested $2.5 million to assure careful analysis of new programs so that we can provide a full accounting to the Congress and the American people of our successes and shortcomings.[3]

Additional fact sheets accompanying the President's message in a section dealing with comprehensive educational planning also emphasized the necessity for more precise educational evaluation:

> Title V of the Elementary and Secondary Education Act would be amended to establish a five year program of grants to states by the Commissioner of Education for programs of comprehensive, systematic, and continuous planning, and for evaluation of education at all levels, except that the inclusion of the field of higher education would be optional with the State.

The fact sheet further stated that:

> To be eligible for a grant, the programs set forth in the State's application would include...developing and strengthening the competencies of the States for conducting objective evaluations of educational programs...

---

[3]The President of the United States,"Message on Education and Health in America",The White House, February 28, 1967.

Besides the President's "Message on Education and Health in America" to the Congress of the United States, a number of other documents have called for an emphasis upon tasks of an evaluative nature.

Chase, in a speech to Regional Laboratory Directors, especially stressed "an urgent need for the development of new technologies of evaluation, including diagnostic and analytical instruments of many kinds."[4]

Tyler, in a discussion with the Mid-Continent Regional Educational Laboratory, accented the need for program emphases which would necessitate evaluative tasks.[5]

The AERA Committee on Research Utilization and the Conference on Emerging Roles in Educational Research, Development, and Diffusion also identified educational role behaviors that specified diagnostic or evaluative processes.[6, 7]

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[4]Francis S. Chase, The Educational Laboratories: How Do They Fit Into the Future of American Education?, New Orleans Meeting of the Laboratories Directors January 15, 1967.

[5]MCREL, Memorandum of Conversation with Dr. Ralph Tyler, November 23, 1966.

[6]AERA/CRU, Some Propositions on Research Utilization in Education, mimeographed, 3/23/65 and 5/19/65 (revised).

[7]Conference Paper #4, Emerging Functions in Educational Research, Development, Diffusion and Adoption, The Conference, Indiana University, December 1966.

A significant number of evaluative processes are inherent in criteria set forth in Figure I, A Classification Schema of Processes Related to and Necessary for Change in Education.

Finally, further evaluator role implications can be explicated from the functional emphases set forth in Table I, Three Dimensions for Categorizing Research, Development, and Diffusion Personnel in Education.

In focusing on the evaluator role, the staff developed a two phase strategy as a model to guide activities in the Evaluator Development Program. The first phase of the strategy was to focus upon evaluative tasks which could, or should be, carried out in differentiated educational settings. The development and implementation of these tasks is the major focus of the Task Development Project of the Evaluator Development Program, and of the present staff activities. The ultimate objective of the Evaluator Development Program is the institutionalization of the evaluative tasks identified and/or developed in the Task Development Project. This objective is to be accommodated in the Position Development Project of the Evaluator Development Program which will be the focus of later activities.

III. Major Objectives of the Evaluator Development Program

The broad and general purpose of the Evaluator Development Program is ultimately to improve the intra-institutional evaluative[8] practices

[8] Evaluation is defined herein as the process of systematically describing and assessing the worth of specified goals, programs, practices, resources, and institutions.

FIGURE 1

A CLASSIFICATION SCHEMA OF PROCESSES RELATED TO AND NECESSARY FOR CHANGE IN EDUCATION

	RESEARCH	DEVELOPMENT		DIFFUSION		ADOPTION		
		INVENTION	DESIGN	DISSEMINATION	DEMONSTRATION	TRIAL	INSTALLATION	INSTITUTIONALIZATION
OBJECTIVE	To advance knowledge	To formulate a new solution to an operating problem or to a class of operating problems, i.e., to innovate	To order to systematize the components of the invented solution; to construct an innovation package for institutional use, i.e., to engineer	To create widespread awareness of the invention among practitioners, i.e., to inform	To afford an opportunity to examine and assess operating qualities of the invention, i.e., to build conviction	To build familiarity with the invention and provide a basis for assessing the quality, value, fit, and utility of the invention in a particular institution, i.e., to test	To fit the characteristics of the invention to the characteristics of the adopting institution, i.e., to operationalize	To assimilate the invention as an integral and accepted component of the system, i.e., to establish
CRITERIA	Validity (internal and external)	Face Validity (appropriateness) Estimated Viability Impact (relative contribution)	Institutional Feasibility Generalizability Performance	Intelligibility Fidelity Persuasiveness Impact (extent to which it affects key targets)	Credibility Convenience Evidential Assessment	Adaptability Feasibility Action	Effectiveness Efficiency	Continuity Valuation Support
RELATION TO CHANGE	Provides basis for invention	Produces the invention	Engineers and packages the invention	Informs about the invention	Builds conviction about the invention	Tries out the invention in the context of a particular situation	Operationalizes the invention for use in a specific institution	Establishes the invention as a part of an ongoing program; converts it to a "non-innovation"

Clark, David L., and Guba, Egon G. "An Examination of Potential Change Roles in Education." A paper presented at the Seminar on Innovation in Planning School Curricula, Columbus, Ohio, October, 1965.

Table I
Three Dimensions for Categorizing Research, Development, and Diffusion Personnel in Education

Institutional Settings	Functional Emphases in Professional Assignment	Functional Emphases in Relation to the Change Process in Education
1. Colleges and Universities a) Schools and Colleges of Education b) Behavioral and Social Science Departments c) Other Disciplines and Cognate Fields d) University Administration and Affiliated Organizations e) R & D Centers (USOE-sponsored) f) University Affiliated Centers and Institutes 2. Federal Agencies a) U.S. Office of Education b) Federal Social Service and Welfare Agencies c) Military d) Other Federal Agencies 3. State Agencies a) Departments of Public Instruction b) State and Local Social Service and Welfare Agencies c) Other Related State Agencies 4. Schools and School Systems a) Local Public Elementary and Secondary Schools b) County Systems and Intermediate Units c) Private Schools d) Parochial Schools 5. Private Research Institutes, Agencies and Practice a) Private Research Institutes b) Private Social Service and Welfare Agencies c) Private Individual Research 6. Professional Associations a) Professional Education Associations b) Related Professional Associations c) Related Public and Lay Associations 7. Inter-Agency Organizations a) Regional Educational Laboratories b) Other Federally Sponsored Agencies c) Independent Membership Agencies d) University sponsored Agencies 8. Accrediting Associations 9. Private Foundations 10. International Education Agencies 11. Business and Industrial Concerns	1. Program Directors and Staff a) Directors of Funded Research Programs b) Directors of Intra-Organization Research Bureaus or Institutes c) Directors of Operations Research Programs d) Directors of Research Training Programs e) Staff of Funded Research Programs f) Staff of Intra-Organization Research Bureaus or Institutes g) Staff of Operations Research Programs h) Staff of Research Training Programs 2. Project Directors and Staff a) Directors of Research Projects b) Directors of Operations Research Projects c) Staff of Research Projects d) Staff of Operations Research Projects 3. Individual R, D, and D Personnel 4. Stimulators and Coordinators of R, D, and D Activities 5. Technical Consultative Personnel a) Substantive Specialists b) Methodological Specialists c) Technological Specialists	1. Conducting Basic Scientific Inquiry 2. Investigating Educationally Oriented Problems 3. Gathering operational and Planning Data 4. Inventing Solutions to Operating Problems 5. Engineering Packages and Programs for Educational Use 6. Testing and Evaluating Solutions and Programs 7. Informing Target Systems About Solutions and Programs 8. Demonstrating The Effectiveness of Solutions and Programs 9. Training Target Systems in the Use of Solutions and Programs 10. Servicing and Nurturing Installed Solutions and Programs

Clark, D. L., and Hopkins, John E. "Preliminary Estimates of Research, Development, and Diffusion Personnel Required in Education, 1971-72," Special Project Memorandum, Bloomington, Indiana, September, 1966.

within educational institutions, including elementary-secondary schools, intermediate school units, institutions of higher education, Title III units, and inter-agency units. A major premise of this program is that a significant way to enhance evaluation practices within settings is through the institutionalization of specific evaluative tasks via the formal assignment of specified tasks to existing positions and/or through the creation of new positions, herein referred to as "evaluators," within institutions. An implicit assumption underlying this program is that evaluation can best be implemented through an intra-institutional approach rather than an extra-institutional approach. Consequently, institutions can and should be tooled up to perform evaluative functions more effectively than at the present.

The general objective of the program is to enhance effective evaluation processes, procedures, and practices in elementary, secondary and higher education through the institutionalization of evaluator roles within differentiated settings.

Specific objectives of the Evaluator Development Program[9] are:

1. To identify and explicate differentiated institutional settings in which evaluative roles are to be performed.

   (Explicated settings) [Comprehensiveness]

[9]NOTE: Products or outcomes conceived for each objective are listed in parentheses. Possible criteria for evaluating achievement of the objectives are suggested in brackets.

2. To identify and explicate specific evaluative tasks deemed to be essential for effective evaluation within selected settings.

   (Explicated tasks) — [Comprehensiveness, appropriateness and feasibility, and significance]

3. To determine the effectiveness with which the identified tasks are currently being implemented within selected settings.

   (Descriptive study) — [Validity and reliability]

4. To identify and explicate the specific skills and competencies necessary for the performance of selected tasks.

   (Explicated skills and competencies) — [Comprehensiveness]

5. To develop and field test curriculum packages designed to bring about the specific skills and competencies for given task performance in selected settings.

   (Curriculum packages) — [Applicability and feasibility]

6. To develop guidelines and strategies to serve as a rationale for the purpose of institutionalizing the developed tasks into performance roles within selected settings.

   (Guidelines for institutionalizing and Implementation check list) — [Applicability and feasibility and frequency of task institutionalization]

7. To develop job descriptions for prototype evaluator tasks and positions in selected institutional settings.

   (Prototype position descriptions and Job specifications) — [Position feasibility and frequency of institutionalization]

8. To contribute to an expanded professional awareness and concern for effective evaluation within educational institutions.

   (Professional articles and presentations) — [Frequency of communications, opportunities, and requests]

9. To identify and describe research needed in affecting evaluative activity performance within different settings.

(Research recommendations) Frequency of implementation

IV. The Program: An Abbreviated Model

Project 1: Task Development Project

A. The identification of the tasks[10] essential for the implementation of sound evaluation procedures in selected settings.

B. The selection of n tasks for development - the criteria upon which the tasks for development are to be selected include:

1) The generalizability of the task in several settings.

2) The capability of the task for development.

3) Its significance to the evaluative process, i.e., how crucial is it to effective evaluation?

4) The degree of current implementation, i.e., does it need to be developed?

5) The barriers or problems to be encountered in its implementation.

C. The Task Development Program will include these sequential steps:

1) The explication of the task including a rationale for its effective performance.

2) The identification of the skills and competencies necessary for the performance of the function.

[10] A task as used herein is defined as a specific job to be accomplished in the evaluation process.

3) The development of materials and instructional processes, i.e., treatment, designed to effect the skills and competencies identified.

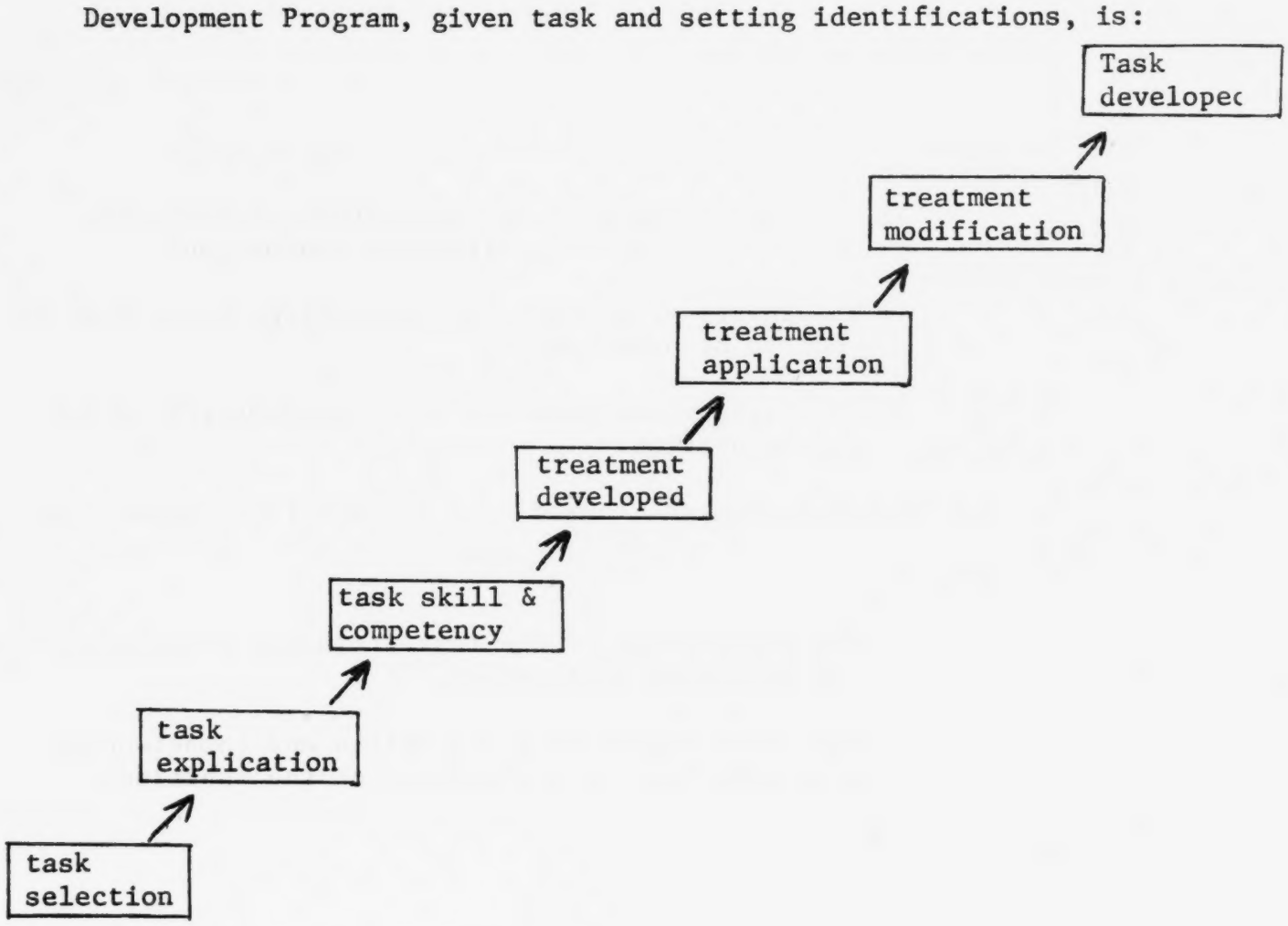
4) The trial application of the materials and instructional processes, i.e., treatment, in a given instructional setting.

5) The systematic observation of the treatment processes and outcomes for the purpose of modification of the process.

6) An evaluation, with judgments, as to the degree of development necessary for the particular task.

7) The task developed.[11]

In summary, the model for the task development phase of the Evaluator Development Program, given task and setting identifications, is:



[11] A task is defined as developed when it has been explicated, skills and competencies identified and treatments developed and tested to cause effective skills development. A developed task is capable of replication.

The detailed program planning for task development includes the following sequence of activities:

Stage 1. To identify and select evaluation tasks appropriate for performance in differentiated settings.

A. Anticipated outcome - comprehensive list of evaluative tasks with certain tasks selected for further development.

B. Methodology - formulate tentative list from search of literature and modify in accordance with judgments made by selected measurement and evaluation experts and by practitioners from selected educational settings.

C. Performance criteria - type of data and method of collection and analysis.

1) A list of evaluative tasks was generated by the staff after reviewing recent research and writings relating to educational evaluation. Judgments about suggested additions and/or deletions from the lists were and are being sought both from selected measurement and evaluation experts and from practitioners in selected educational settings through interviews and correspondence.

2) This draft setting forth the overall Evaluator Development Program model and the present listing of evaluative tasks will be subjected to evaluative critique by an occupational sociologist, a business management specialist, an expert in school administration, evaluation experts and practitioners in selected settings. The draft will be sent to selected individuals. A follow-up interview will be made. Nominated representatives whose judgments would be solicited have been identified from the following institutions and institutional settings:

a) Local schools including Title I projects, experimental schools and demonstration centers, and local Research and Development units.

b) Cooperative educational agencies including Title III projects, intermediate units, study councils, and regional educational laboratories.

c) University institutes, centers, and Research and Development centers.

Measurement and evaluation specialists selected would represent:

a) Producers of instruments designed to measure student abilities and achievements.

b) Producers of research design and methods.

c) Developers of instruments and procedures to evaluate curricula.

d) Developers of procedures and instruments to evaluate the instructional climate and processes.

These judgments will be synthesized, the Evaluator Development Program model and the list of evaluative tasks will be modified, and evaluative tasks for further development will be selected. The tasks will be selected on the basis of face validity and estimated viability based upon judgments about potential for possible development and implementation and possible contribution to evolving evaluator roles in educational settings.

Stage 2. To identify skills and competencies needed for the performance of selected evaluative tasks. (Fall, 1967)

A. Anticipated outcome - tasks description and elaboration setting forth skills and competencies necessary for performance of the task in prototype settings.

B. Methodology - contract with individuals or institutions for development activities in accord with CERLI specifications.

C. Performance criteria - development specifications, face validity, estimated viability, and impact for performance of selected evaluative tasks.

Stage 3. To design materials and instructional processes to develop trainee proficiencies in affecting identified skills and competencies. (Early Spring, 1968)

A. Anticipated outcome - detailed instructional process and materials including description, objectives, content, alternative methodologies, annotated related bibliography, exemplary or demonstration examples, trainee exercises, and evaluative procedures.

B. Methodology - contract with individuals or institutions to design materials and instructional processes in accord with CERLI specifications.

C. Performance criteria - design specifications, judgments of experts and practitioners, performance conducted in cooperation with persons assigned evaluative responsibilities in positions within educational settings during Stage 4 in feasibility testing.

Stage 4. Trial application of materials and instructional processes. (December, 1967 - Spring, 1969)

A. Anticipated outcomes - field testing of materials and instructional processes and, to the extent possible

within the limitations of the number of tasks developed which are appropriate for particular settings, a limited number of trainees capable of performing selected tasks.

B. Methodology - as materials and processes are developed (in Stage 3) cooperating individuals assigned evaluative responsibilities in positions within educational settings will be engaged in feasibility testing of materials and processes. CERLI staff and/or consultants engaged in Stages 2 and 3 will be responsible for conducting these activities. The tested materials, processes, and techniques will be modified and redesigned for dissemination.

C. Performance criteria - design specifications, performance, viability, efficiency, and proficiency of trained personnel.

To the extent that available funds permit or limit the number of evaluative tasks developed through Stage 4, the program beyond this point would be a replication of Stages 2 through 4 for development of additional tasks needed to complete the activities set forth in the task development model, and/or would proceed through the stages of development listed above. To the extent that the number of developed evaluative tasks would formulate an appropriate cluster of tasks for an evaluator role to be performed by a person or persons assigned evaluative responsibilities in positions in educational settings, a second generation of activities consistent with the Position Development Project would be launched focusing sharply upon

position development within educational settings as described below.

Project 2: Position Development Project

This phase of the Evaluator Development Program may be programmed subsequently or concurrently with parts of the task development phase. The purpose of this phase is essentially to design and to implement guidelines and procedures for the institutionalization of the evaluative tasks identified and/or developed in the task developmental phase of the program into performance roles. Tentatively, this phase would include the following sequential steps.

A. The derivation of guidelines and recommended procedures to aid institutional administrators in the installation of task assignments into their organization through existing and/or new positions.

B. The design of exemplary job specifications to effectively implement these tasks within selected settings.

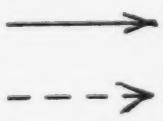
C. The clustering of tasks into prototype evaluator positions with elaborated job specifications for the purpose of position institutionalization within selected settings.

D. The systematic observation of the process of installing evaluative tasks and/or positions into real institutional settings for the purpose of modification, redesign, and evaluation.

The following schema illustrates the sequence of activities in the Task Development Project (bold flow lines) as contributing to and preceding the similar stages in the Position Development Project (light flow lines) of the Evaluator Development Program.

Evaluator Development Program

Objectives	Processes	Criteria
To identify tasks appropriate for the performance of evaluator roles.	Identify tasks → Evaluate tasks	Face validity Estimated viability Impact
To identify skills and competencies needed for the performance of selected tasks.	Explicate skills & competencies → Evaluate content, etc.	Face validity Estimated viability Impact
	Develop materials	Feasibility Tractability
To design materials and instructional processes for developing trainee skills and competencies.	Formulate instructional procedures → Evaluate materials and processes	Design specifications Individual performance
To apply on a trial basis, materials and processes designed to develop the skills and competencies identified as essential for implementing evaluator tasks.	Assemble and conduct prototypes of training programs. → Evaluate prototypes → To Diffusion Phase	Design specifications Total performance Viability Efficiency Proficiency of trained personnel



SECTION II

TASK DEVELOPMENT PROJECT

TASK DEVELOPMENT PROJECT:

The Identification, Description, and Development of the Tasks Essential to Effective Evaluation Procedures in Educational Institutions

I. Overview

The Task Development Project is one of two major components of the Evaluator Development Program of the Cooperative Educational Research Laboratory, Incorporated. The primary premise of this project is that an effective way to enhance sound evaluation practice in differentiated educational settings is to institutionalize specific evaluative tasks via the formal assignment of specified tasks to existing positions and/or through the creation of new positions and roles, herein referred to as "evaluators."

II. Background

The Task Development Project was born out of an examination of the needs of educational institutions for the effective implementation of evaluation practices in educational institutions. The question arose as to what specific functions, jobs, or tasks were essential to the process of evaluation. The literature was reviewed and interviews were conducted with both measurement theorists and practitioners--including administrators, supervisors, and teachers--to gather data useful for the purpose of identifying evaluative tasks. During this stage of development the emphasis was upon what should be accomplished, rather than upon what person or position should accomplish the various tasks. The tasks were then elaborated in terms of definitions of critical terms, main acts to

be performed, and the identification of the outcomes of effective task implementation. Approximately fifty tasks have been so identified and described.

III. Purpose (Problem)

The Evaluator Task Development Project is designed to: 1) identify and describe the tasks essential for the implementation of sound evaluation procedures in selected settings; 2) identify and describe the skills and competencies necessary for the performance of each task; 3) develop materials and instructional processes designed to affect these skills and competencies; 4) apply these materials and instructional processes on a trial basis in given settings; 5) systematically observe the application processes and outcomes for the purpose of modification; 6) assess the outcomes of this approach; and 7) provide a task oriented basis for the Position Development Project of the Evaluator Development Program.

IV. Project Model

This project includes the following sequence of activities.

1. The identification of the tasks essential for the implementation of sound evaluation procedures in selected settings derived from:
   A. A review of the literature.
   B. Confrontations with measurement-evaluation theorists, practitioners, including administrators, specialists and teachers, and an occupational sociologist.

2. The description of the identified tasks in a form that would serve to define specifications for further development including:
   A. Definition of critical terms.
   B. Description of the acts to be performed in the implementation of the tasks.
   C. Anticipated outcomes identified.

   (This report summarizes developments through Stage C above).
3. The establishment of criteria upon which the tasks are to be selected for further development.[1] The criteria tentatively developed include:
   A. The generalizability of the task in several settings.
   B. The capability (feasibility) of the task for development.
   C. The significance of the task to the evaluative process, i.e., how crucial is it to evaluation?
   D. The degree of current implementation, i.e., does it need to be developed?
   E. The barriers or problems to be encountered in its implementation.
4. The selection of n tasks for development. Priorities will be assigned to the tasks subsequent to interviews with theorists and practitioners in various settings. These persons will be asked to respond to described tasks in terms of the criteria listed above.

---

[1]A task is defined as developed when it has been described, explicated, skills and competencies identified, and treatments developed and tested to cause effective skill development. A developed task is capable of replication.

5. The development of selected tasks as follows:

   A. The explication of the task including a rationale for effective performance.

   B. The identification of the skills and competencies necessary for the performance of the task.

   C. The development of materials and instructional processes designed to affect the skills and competencies identified.

   D. The trial application of the materials and instructional processes in a given instructional setting.

   E. The systematic observation of the treatment processes and outcomes for revision purposes.

   F. An evaluation, with judgments, as to the effectiveness of the task development.

   G. The developed task materials packaged for dissemination.

V. Outcomes

The primary outcome of the Task Development Project will be a kit of developed evaluative tasks which will facilitate the Evaluator Position Project development. The kit will contain elaborate descriptions and explications of each task with described materials and instructional processes designed to affect each task that has been tested in various instructional settings. The potential applications of the materials contained in the kit include:

1. The content for college and university courses.

2. The content base for in-service activities to prepare personnel

for evaluative tasks in educational settings.

3. The content base for special training programs such as Title IV programs to train evaluators.
4. An instrument to be used in an institution's self-analysis of the effectiveness of evaluation procedures.
5. The content base for customized programs for evaluators within an institution or on an independent study basis.
6. The basis for position development through job descriptions or specifications and the clustering of tasks for position and role development.

   (This step would be the position development phase of the Evaluator Development Program.)
7. A process model for use in position development for other middleman roles.
8. A basis for descriptive studies as to the performance of evaluation procedures in various settings.
9. A guide to practicing evaluators.

VI. Glossary

The glossary is intended to convey common meanings to those involved in the continued development and/or the application of the Evaluator Development Program. General operational definitions of the terms deemed critical in the task development phase of the program are included. These and other terms are defined in more detail in the following section of the document.

Adoption: The application of ideas, materials, procedures, or practices, typically involving trial application, evaluation, revision or modification, possibly leading to institutionalization.

Analysis: The treatment of data for the purpose of classifying information and determining relationships significant for the decision-making process.

Antecedent: The conditions and preparations which occur prior to operations.

Application: The process of implementing available resources for use in specified activities.

Assessment: The process of formally and systematically classifying and explaining relationships among data for purposes of performing judgments.

Behavioral terms: Those objectives, transactions, and outcomes which are conceived, defined, and expressed as describable, observable, or measurable changes in performance.

Broad purposes: The expressed and implied goals or objectives which guide and direct institutional policies and individual activities.

Congruence: A condition of agreement between intentions, operations, and outcomes.

Consequences: Those outcomes observed to follow, or expected to follow, the application of a given preparation or treatment.

Contingent: A state of being dependent on antecedent conditions, preparations, and preceding operations.

Counsel: Interaction between the evaluation specialist and one or more practitioners, and gives advice to practitioners regarding problems, programs, procedures, and situations of concern to both parties.

Criteria: Measures, scales, or standards against which judgments are made between desired performance outcomes and actual performance.

Data bank: A purposeful and systematic collection of valid and reliable information.

Design: A specific plan, structure, or model which describes and relates the components of educational programs and practices.

Development: The systematic process of inventing, designing, and/or packaging the components of educational programs and practices for specified outcomes.

Evaluation: The process of systematically describing and assessing the worth of specified goals, programs, practices, resources, and institutions.

Feedback system: Systematized procedures installed to return relevant information to the appropriate persons or positions for use in decision-making about antecedent decisions, problems, objectives, or predictions.

Field testing: A trial use of programs, procedures, materials, and techniques for the purpose of assessing their feasibility for adoption.

Identification: The process of systematically locating, examining, discriminating, and describing.

Implement: To operationalize plans, programs, procedures, processes, and results.

Innovation: A new or different concept, methodology, organization, or program that is systematically introduced into the classroom, school system, and/or the State as a whole.

Institution: A legally established educational organization designed to carry on selected educative functions.

Instrument: A device for collecting and measuring data.

Judgment: The product of the process of assessing worth or value.

Materials: The non-human resources and content applied in the operational processes.

Measurement: The process of quantifying observed data.

Objectives: Specific intended outcomes.

Outcomes: The consequences of the function of a preparation or an operation.

Practice: Action performed to attain intended outcomes.

Practitioner: The person who executes an institutional transaction.

Problems: The obstacles to goal achievement.

Procedures: Sequenced steps by which activities are implemented within a general design.

Process: A series of related activities by which procedures are executed.

Professional personnel: Those persons legally employed by an educational institution who are charged to conduct specified institutional activities.

Program: A series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific goals.

Public: Those individuals or groups who can be identified as being concerned with and affected by the objectives and outcomes of the evaluated programs and practices.

Pupil evaluation: The application of the evaluation process whereby teachers rendered judgments about student behaviors and attributes such as attitudes, abilities, and achievement.

Replication: The act or process of reproducing an experiment or procedure in context.

Results: The findings which have been obtained from the collection and treatment of data.

Strategy: A careful plan or means devised for achieving implementation.

Teachers: Those professional persons formally assigned responsibilities for the conduct of specified instructional activities within a school.

Technique: A detailed operation in the execution of a procedure.

Translate: The process of interpreting, transforming, or rendering into meaningful and usable form.

VII. List of Tasks and Task Descriptions

The following list includes those tasks identified and described in the Task Development Project. The task descriptions follow this listing.

1. To identify the broad objectives of the institution.
2. To identify and select criteria upon which judgments about institutional objectives may be made.
3. To identify procedures and processes for the evaluation of professional personnel of the institution.
4. To identify the outcomes which are contingent upon particular antecedent conditions or strategies.

5. To identify the consequent side effects of the strategies or practices in a program implementation.
6. To develop valid and reliable measurement instruments and techniques.
7. To design procedures and processes for the evaluation of professional personnel of the institution.
8. To design field testing procedures.
9. To prepare project or program proposals.
10. To design studies for given institutional purposes.
11. To assist curriculum specialists, supervisors, and teachers in the development of materials and practices that can be evaluated in terms of specific objectives.
12. To develop descriptive information about programs.
13. To develop generalizations about the program and its practices.
14. To develop practitioner readiness for evaluation.
15. To judge the relative merits of each of the broad purposes of the institution.
16. To assess the consequences of educational practices.
17. To assess the consequences of educational programs.
18. To evaluate programs or practices developed, tested, or adopted in other settings.
19. To make judgments about programs or practices developed, tested, or adopted in other settings.

20. To assess the congruence between what the program does and intends to do.
21. To translate the broad purposes of the institution into forms suitable for treatment and application.
22. To report the results of the evaluations of programs and practices in terms of given criteria.
23. To interpret the results of the evaluations of programs and practices in terms of given criteria.
24. To aid in the interpretation of the results of the evaluation of programs and practices.
25. To encourage the adoption of innovative programs and practices.
26. To interpret for the public(s) the results of the evaluation of programs and practices as they relate to objectives and outcomes.
27. To explicate the rationale for developmental programs.
28. To translate program objectives into behavioral or operational terms.
29. To feedback the data relating to the congruence of the outcomes and intents resulting from the program.
30. To present generalizations and data to the decision-makers in a form that will enable them to identify gains and losses from a particular program.
31. To determine the nature of the decision-making process in the institution.
32. To apply valid and reliable measurement instruments and techniques.

33. To direct field testing procedures.
34. To analyze the findings of the evaluations of programs and practices in terms of given criteria.
35. To accumulate project or program information about similar programs in other settings.
36. To implement and maintain a data bank.
37. To implement and maintain a feedback system for a data bank.
38. To implement procedures and processes for the evaluation of professional personnel of the institution.
39. To advise users in the selection, construction, and use of measurement instruments.
40. To provide counsel with teachers about the problems and procedures of individual pupil evaluation.
41. To provide counsel for educational practitioners in the process of self-evaluation.
42. To provide measurement and evaluation services.
43. To aid in the process of training users in the utilization of the results of evaluation.
44. To assist curriculum specialists, supervisors, and teachers in the adoption of materials and practices that can be evaluated in terms of specific objectives.

EVALUATIVE TASK 1

To identify the broad purposes of the institution.

Definitions: Identification is the process of systematically locating, examining, discriminating, and describing the broad purposes of the institution. Purposes are the expressed and implied goals or objectives that guide and direct institutional policies and activities.

Task Elaboration: The main acts to be performed in the implementation of this task include:

1) Identifying, describing, and analyzing the high values held for the institution as expressed formally or informally through statutes, regulations, policy, and the behavior of the personnel responsible for the direction and implementation of the activities of the institution.

2) Assimilating both the explicit and the implicit purposes into a form that indicates assigned priorities and is describable, meaningful, and useful, i.e., relevant to more specific related objectives.

3) Noting and reporting inconsistencies and discrepancies between formal statements of purpose and individual and institutional functions.

4) Translating the broad purposes into institutional performance criteria.

5) Disseminating the purposes to the several elements of the institution.

6) Stimulating and assisting in periodic evaluation, reflection, and revision of institutional purposes.

Outcome: The main outcome is a current, realistic, and functional statement of the broad purposes of the institution. This statement of purposes asserts or implies describable performances and expectations, and thereby has implications for the definition of the more specific objectives of the institution.

EVALUATIVE TASK 2

To identify and select criteria upon which judgments about institutional objectives may be made.

Definitions: Identification involves systematically locating, examining, discriminating, and describing. Selection is the act of choosing from the identified criteria, i.e., measures, scales or standards against which judgments can be made. A judgment is the product of the process of assessing value. Institutional objectives are the specified intended outcomes which determine the purpose for making preparations for and conducting the operations of the established educational organization and its sub-systems. "May be made" means the capability of performance.

Task Elaboration: The main acts to be performed in executing this task are:

1) Identifying the stated and operational objectives of the institution.

2) Identifying criteria.

3) Selecting criteria which are appropriate for the institutional objectives.

4) Relating criteria to each institutional objective.

5) Preparing and providing reports for the institution's personnel and others concerned with evaluating the institution, and including in the report both the selected criteria and rationale and guide for the identification and selection of criteria, and recommendations for the application of the criteria in rendering judgments about institutional objectives.

Outcomes: The primary outcomes would include an increased knowledge both about criteria selection processes and the institution's objectives and selected criteria upon which judgments could be made regarding each institutional objective.

EVALUATIVE TASK 3

To identify procedures and processes for the evaluation of professional personnel of the institution.

Definitions: To identify is to systematically locate, examine, discriminate, and describe procedures, i.e., sequenced steps by which activities are implemented within a general design, and processes, i.e., related activities by which the procedures are executed. Evaluation is a process of systematically describing and assessing the worth of specified goals, procedures, and processes. Professional personnel are those persons who are legally employed by an educational institution and charged to conduct specified institutional activities. An institution is a legally established educational organization designed to carry on selected educative functions.

Task Elaboration. The main acts to be performed in executing this task include:

1) Identifying and describing the institution and its professional personnel who are to be evaluated.

2) Becoming familiar with the institutional setting including its facilities, goals, and expectations.

3) Establishing the institution's rationale and criteria for evaluating its professional personnel, and determining the possible use of the evaluation results.

4) Becoming aware of the professional personnel including their roles and task performances.

5) Examining the literature and/or other sources of dissemination for the purpose of locating, analyzing, interpreting, appraising, modifying, developing and adopting appropriate procedures and processes for the evaluation of the institution's professional personnel.

6) Planning cooperatively with responsible institutional personnel for a trial evaluation of the identified and adopted evaluative procedures and processes.

7) Implementing the trial evaluation by randomly selecting a small sample of the institution's professional personnel.

8) Drawing conclusions and making recommendations on the basis of the trial evaluation of the procedures and processes for evaluating the institution's professional personnel.

Outcome: As a result of the implementation of this task, adequate procedures and processes for the evaluation of an institution's professional personnel will have been identified, adapted, evaluated, and made available to those persons responsible for such evaluation. Effective performance of the task will provide valid and complete data for use as a basis for personnel selection, assignment, retention, dismissal, promotion, and in-service growth and thereby contribute to the quality of performance of the institution's professional staff.

EVALUATIVE TASK 4

To identify the outcomes that are contingent upon particular antecedent conditions or strategies.

Definitions: To identify is to systematically locate, examine, determine, and describe outcomes that are contingent upon antecedent conditions or strategies. Outcomes are the consequences of a preparation and/or an operation. Contingent is the state of being dependent on preceding preparations, operations, or situations. Antecedent conditions are situations and preparations which occur prior to implementation strategies. Strategies are the plans or means devised for achieving implementation.

Task Elaboration: The main acts to be performed in executing this task are:

1) Becoming knowledgeable about the setting, conditions, and context of the developmental activities.

2) Understanding the program model including objectives, preparations, criteria, processes and procedures, strategies, and instrumentation.

3) Developing an experimental research design.

4) Applying the research design to the operation of the program, including identifying and controlling the independent variables, i.e., applications, treatments, or transactions and the collecting, processing and treating data concerning the dependent variables, i.e., outcomes.

5) Establishing relationships and distinguishing between those outcomes that result from treatment application and those contingent upon antecedent conditions.

6) Reporting the findings, conclusions, and recommendations in a descriptive report that is meaningful to decision makers and practitioners.

7) Rendering judgments as to alternate strategies designed to control the effects of antecedent conditions.

Outcome: The main outcome resulting from the implementation of this task is a report of a research study showing relationships between and among antecedent conditions as they relate to specified program outcomes with judgments as to means of controlling the effect of antecedent conditions. This information should enable decision-makers to determine better the relatedness of specified outcomes to antecedent conditions and program application and thus provide the basis for more effective control and prediction.

EVALUATIVE TASK 5

To identify the consequent side effects of the strategies or practices in program implementation.

Definitions: To identify is to systematically locate, examine, determine, and describe the consequent side effects of specified strategies or practices in the implementation of program. Consequent side effects are defined as those concomitant or indirect outcomes, anticipated or unintentional, but observed to follow a given application or treatment. Strategies are the plans or means devised to implement a program. Practices are the actions performed to attain program objectives.

Task Elaboration: The main acts to be performed in executing this task include:

1) Adopting or developing an evaluation model for the program.

2) Applying the model.

3) Assessing the intended consequences of the program by identifying the significant variables, i.e., its antecedent criteria (rationale, assumptions, objectives, and other antecedent preparations and conditions), proximate criteria (transactions, interactions, operations, and functions), and ultimate criteria (outcomes and impact including both behavioral and institutional changes).

4) Identifying and assessing the consequences of the program including the unintentional outcomes in the behaviors of the personnel of the institution as well as changes within the institution itself.

5) Determining whether these unintentional changes were introduced by the program application or by other factors.

6) Assessing and describing the desirability or undesirability of these unintentional changes.

7) Reporting these changes and their relationships to decision-makers.

8) Rendering judgments as to their significance to the total program of the institution, its staff, students, and community.

9) Recommending alternative program models in a form that provides means to control, minimize, or avoid undesirable consequent side effects.

10) Continuously monitoring, describing, and reporting subsequent program revisions designed to minimize undesirable consequent effects.

Outcome: The main outcome of this task is a descriptive and meaningful analysis of the total consequences including intentional and unintentional outcomes, both desirable and undesirable in nature, that resulted or might be expected to result from the implementation of specified programs, strategies, or practices. Thus, educational decision-makers would be more fully apprised of the consequences of their decisions prior to the making of program decisions.

EVALUATIVE TASK 6

To develop valid and reliable measurement instruments and techniques.

Definitions: Development is the systematic process of inventing, designing, and/or packaging measurement instruments and techniques for specific purposes. Instruments are devices designed to collect valid and reliable data, while techniques are planned operations or means to apply instruments in the process of quantifying observed data.

Task Elaboration: The main acts to be performed in the implementation of this task are:

1) Identifying and stating the objectives and transactions in behavioral terms.

2) Establishing criteria.

3) Becoming knowledgeable about relevant, valid, reliable, and usable instruments.

4) Identifying pertinent techniques for which evidence indicates effectiveness.

5) Modifying the identified instruments and techniques and/or constructing new instruments and techniques.

6) Field testing the modified and/or the newly constructed instruments and techniques to determine their validity, reliability, and usability.

7) Rendering judgments regarding the worth and relevance of these instruments and techniques.

8) Making recommendations which, if favorable, include descriptions, explanations, and directions for the use of the instruments and techniques.

Outcome: The main outcome consists of locally developed reliable and valid instruments and techniques essential for effective measurement and evaluation.

EVALUATIVE TASK 7

To design procedures and processes for the evaluation of professional personnel of the institution.

Definitions: Professional personnel are those persons legally employed by an educational institution for the purpose of conducting specified institutional activities. An institution is a legally established educational organization designed to carry on selected educative functions. A design is a specific plan, structure, or model which describes and relates the components of educational programs and practices. Procedures are defined as sequenced steps by which activities are implemented within a general design. Evaluation is defined as the process of systematically describing and assessing the worth of specified goals, programs, practices, resources, and institutions.

Task Elaboration: The main actions to be taken in executing this task are:

1) Identifying the institutional setting and the professional personnel to be evaluated.

2) Determining general and specific tasks and expectations in terms of individual and institutional goals.

3) Establishing specific criteria of effectiveness.

4) Reviewing related literature.

5) Developing an evaluation model which incorporates criteria, procedures, processes, strategies, and instruments for evaluating the identified professional personnel.

6) Subjecting the model to evaluation by field testing it in a related setting.

7) Refining the model on the basis of the field test results.

8) Preparing guides and directions for the use of the model.

9) Providing training in the use of the model by demonstration and other appropriate instructional techniques.

10) Establishing a consultant relationship with the institution.

11) Counseling with the responsible institutional personnel at the time of the application of the evaluation design regarding its use, interpretation of the results it yielded, and recommendations based on the findings.

Outcomes: The principal outcome of the task is an evaluation model that will facilitate an institution's evaluation of its professional personnel and thereby provide a basis upon which decisions can be made regarding personnel selection, assignment, retention, dismissal, promotion, and in-service training. Effective performance of this task will lead to a valid evaluation of the institution's professional personnel.

EVALUATIVE TASK 8

To design field testing procedures.

Definitions: To design means to make a specific plan, structure, or model which describes and relates the components of field testing procedures. Field testing is the trial use of programs, procedures, materials, and techniques for the purpose of assessing their feasibility for adoption.

Task Elaboration: The acts to be performed in executing this task are:

1) Identifying the purposes of the field testing.

2) Identifying variables about which feasibility data should be collected.

3) Establishing criteria for decision-making regarding expected outcomes.

4) Identifying appropriate measures relating to selected variables.

5) Identifying characteristics of the population, program, procedures, or materials to be involved in the field testing.

6) Identifying training needs related to the project, program, processes,or materials.

7) Outlining a plan for collecting and analyzing relevant data.

8) Outlining appropriate steps and procedures to be followed in field testing.

9) Communicating the design to appropriate individuals or groups.

Outcome: The major outcome resulting from implementation of this task would be detailed plans and procedures for evaluating systematically new programs, processes, materials, and techniques under normal conditions prior to making decisions about adoption.

EVALUATIVE TASK 9

To prepare project or program proposals.

Definitions: To prepare is to organize and state information in appropriate format. A project is an organized experience characterized by planned scope, sequence, content, materials, and activities designed to achieve specific goals. A program is a more broadly defined series of such organized experiences.

Task Elaboration: The major activities to be performed in executing this task are:

1) Determining the objectives and purposes of the project or program for which the proposal is to be written.

2) Identifying sources, i.e., foundations or agencies, which have indicated an interest in supporting related projects or programs.

3) Making an informal contact with the agency to which the proposal will be submitted.

4) Stating in a format appropriate for the agency receiving the proposal and in precise and simple terms what is proposed including a rationale, design, and statement of outcomes.

5) Relating the project or program to other efforts or experiences of others who have coped with similar or related areas, and showing how the project utilizes, builds upon, extends, revises, or adapts existing knowledge.

6) Raising questions about which the project or program may contribute information.

7) Formulating a plan of action to answer the questions or problems which the program attacks, or implementing a stated strategy.

8) Identifying instruments selected to use as measures relating to the variables to be observed and described.

9) Identifying the sample or the group to be the target population that is to be involved in the study, project, or program.

10) Outlining plans for collecting and analyzing data from the project or program.

11) Preparing a time schedule and budget estimate.

12) Identifying personnel to participate in the project or program and unique institutional features which would enhance the project or program.

13) Submitting the proposal to institutional decision-makers and to the agency to which the proposal will be submitted.

Outcome: The primary outcome of implementation of this task would be a systematized approach to developing and submitting proposals to institutional decision-makers and outside agencies.

EVALUATIVE TASK 10

To design studies for given institutional purposes.

Definitions: To design is to make a specific plan, structure, or model which describes and relates the components of a study. A study is a careful examination, investigation, and/or an analysis of a question, problem, issue, or strategy. An institutional purpose is a question or action under discussion or an object to be attained by the legally established educational organization designed to carry on selected educative functions.

Task Elaboration: The main acts to be performed in executing this task are:

1) Determining the specific objectives, purposes, or problems that need to be studied.

2) Consulting with authorities in the field, reviewing related literature for the experience and knowledge of others who have coped with similar concerns, and determining ways in which the study may utilize, extend, adapt, or revise existing practice and/or knowledge.

3) Defining objectives or purposes in operational or behavioral terms or variables.

4) Developing an appropriate and comprehensive design including measures relating to the selected variables, a plan of action or procedures to investigate the hypotheses and/or answer the questions or problems which the study attacks, implementation of a planned strategy to accomplish the stated objective, identification of sampling units to be observed and/or recorded, an outline of plans for collecting processing and treating data, a sequence and time schedule, and a budget estimate.

5) Establishing criteria for decision-makers regarding expected outcomes.

Outcome: The primary outcome of the implementation of this task would be systematized procedures and approaches to the study of problems, questions, and issues as a necessary prerequisite for decision-making.

EVALUATIVE TASK 11

To assist curriculum specialists, supervisors, and teachers in the development of materials and practices that can be evaluated in terms of specific objectives.

Definitions: Curriculum specialists and supervisors are those professional personnel who fun tion in roles other than teaching and who are charged with the primary institutional responsibility of improving the quality of instruction. Teachers are those persons formally engaged in the process of directing student learning activities within a school. Development is the process of inventing, designing, ordering, modifying or packaging for specific purposes. Materials consist of the substance or content applied in the teaching process. Practices are the actions performed to attain specific outcomes. "That can be evaluated" is interpreted to mean capability for assessment.

Task Elaboration: The main acts to be performed in executing this task are:

1) Assisting the specialists and supervisors in an understanding of and an appreciation for evaluation as an essential process in the improvement of instruction.

2) Aiding those people in the application of sound measurement-evaluation policies, programs, and practices.

3) Assisting in the preparation and application of evaluation strategies, techniques, and instruments to determine judgments about specific materials and practices.

4) Participating in the designing of programs, practices, and materials.

5) Rendering judgments as to the problems that might be encountered in the evaluation of given instructional programs, practices, and materials.

6) Rendering judgments as to the quality of evaluations about materials and practices installed.

7) Conducting evaluation conferences and training sessions for personnel involved with curriculum change.

8) Working with curriculum specialists and teachers concerning evaluation problems in the classroom and schools.

Outcome: The main outcome would be the design of programs, practices, and materials capable of evaluation in terms of specific objectives in various settings.

EVALUATIVE TASK 12

To develop descriptive information about programs.

Definitions: To develop is to systematically invent, design, package, or construct. Descriptive information is data that reports status with reference to specific concerns and aspects. Programs are series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specified goals.

Task Elaboration: The main acts to be performed in executing this task include:

1) Identifying programs to be described.

2) Becoming knowledgeable about the programs to be described including their rationale, model, objectives, operations, outcomes, and evaluative data.

3) Identifying the specific concerns which individuals and groups have about the programs.

4) Interpreting and preparing relevant data so that it can be packaged and communicated in clear and meaningful descriptive terms for various target populations.

5) Describing programs with emphasis on the aspects that are of concern to various individuals and groups.

6) Packaging the appropriate program descriptions for distribution to various target populations.

7) Amending and modifying program descriptions as programs change and/or as indicated by feedback on the communicative effectiveness of the description.

Outcome: The primary outcome is an objective description of educational programs with especial attention given to significant areas of concern. Programs would be packaged so as to be useful to interested publics for various applications.

EVALUATIVE TASK 13

To develop generalizations about the program and its practices.

Definitions: To develop means to systematically invent, design, or package for specific outcomes. Generalizations are conclusions to basic questions and/or hypotheses that have been drawn as a result of research and evaluation activities. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific outcomes. Practices are actions taken to attain intended outcomes.

Task Elaboration: Acts to be performed in the implementation of this task include:

1) Identifying and describing program context including target population and relevant variables.

2) Identifying or formulating the basic questions and/or hypotheses of concern.

3) Adopting or developing a design for researching and/or evaluating the program.

4) Observing the program in action and/or identifying and classifying program data.

5) Researching or evaluating the program or assimilating evaluative data about the program.

6) Treating data to test hypotheses, determine relationships, and/or answer basic questions.

7) Reviewing research about similar programs in other settings.

8) Comparing generalizations from the literature with those drawn from the evaluated program.

Outcomes: Primary outcomes would include a description of the relationships involved in the program and generalizations about specific questions and/or hypotheses including the results of the program and whatever differences exist between goals and results. These conclusions and generalizations would be helpful for purposes of continued program modification or development.

EVALUATIVE TASK 14

To develop practitioner readiness for evaluation.

Definitions: Development of readiness involves the systematic process of reaching a level of function or state of predisposition to respond effectively or to learn such responses as demanded by the problems and tasks in the situation. The practitioner is the professional person who executes the institutional transactions. Evaluation is the process of systematically describing and assessing the worth of specified goals, programs, practices, resources, and institutions.

Task Elaboration: The main acts to be performed in executing this task include:

1) Establishing trust and rapport with the practitioner.

2) Becoming thoroughly aware of the practitioner's background and experience with evaluation.

3) Becoming aware of the practitioner's situation, needs, role, tasks, problems, relationships, and his perception of these.

4) Determining the practitioner's feelings and level of development about evaluation in general and about specific aspects of evaluation.

5) Determining the extent to which the practitioner is involved in evaluative procedures and processes and the use which he makes of evaluative data.

6) Devising plans and strategies for helping develop an awareness and felt need for evaluation as an essential part of the effective functioning of educational programs and practices.

7) Identifying and collecting relevant resources for creating the awareness.

8) Implementing the plan for creating evaluation awareness when readiness is considered to have occurred.

9) Helping the practitioner identify and reduce any fears or inhibitions that he may have about evaluation in his or her situation.

10) Involving the practitioner in training sessions that are designed to cater to his uniquenesses, providing him with basic evaluation concepts and understandings, and aiding him in the development of skills in the use of evaluation tools, techniques, and materials.

11) Providing the practitioner with follow-up help.

Outcomes: The accomplishment of this task will provide practitioners with a level of evaluation readiness which will help them both to participate co-operatively and individually in the application of evaluative procedures and processes in their situations and to employ the results of evaluation in making decisions and in conducting their practices. Effective performance of the task will provide a state of effective and cognitive readiness that facilitates evaluation and growth in the application and use of evaluation results and thereby contribute to the effectiveness of educational programs and practices.

EVALUATIVE TASK 15

To judge the relative merits of each of the broad purposes of the institution.

Definitions: The broad purposes of the institution are the expressed and implied goals or objectives which guide and direct institutional policies and activities. Judgment follows assessment and is the determination of the relative value of the various objectives.

Task Elaboration: The main acts to be performed in the implementation of this task include:

1) Identifying the broad purposes of the institution.

2) Establishing criteria for determining relative worth, e.g., efficiency, practicality, economy, and relevancy.

3) Designing and applying procedures to secure opinions and to obtain objective evidence as to the comparative worth of the purposes expressed in a priority system.

4) Securing informal opinions and obtaining objective evidence as to the worth or value of each purpose as perceived by several elements of the institution including its governing body, administration, staff, clientele, populations served, and related operations and outcomes.

5) Periodically repeating Acts 1 through 4 as necessary to maintain updated assessments of relative merits of the purposes.

6) Making judgments on the basis of the data obtained.

7) Disseminating these judgments with a rationale and recommendations to the several elements of the institution.

8) Providing counsel to the responsible persons regarding the interpretation and implications of the judgments rendered.

Outcomes: The main outcome is a current, realistic, and functional statement of the broad purposes of the institution categorized according to the relative merit of the purposes and in a form that states or implies describable performances and expectations. Such a statement would have implications for the definition of more specific objectives. The effective performance of the task will provide decision-makers with a basis for determining or assigning priorities among the broad purposes of the institution.

EVALUATIVE TASK 16

To assess the consequences of educational practices.

Definitions: Assessment is the process of formally and systematically classifying and explaining relationships among data for purposes of performing judgments regarding educational practices which are used by educational practitioners to attain intended outcomes. This action may include all related antecedent, i.e., preparations, transactional and evaluative and reflective behaviors. Consequences are those changes, both immediate and delayed, which are observed to follow or may be expected to follow as a result of a given preparation or treatment.

Task Elaboration: The essential acts to be performed in executing this task include:

1) Identifying the significant variables of the program, i.e., its rationale, assumptions, goals, and other antecedent conditions, its transactions and interactions, and its outcomes including behavioral and institutional changes.

2) Identifying, conceptualizing, and stating specific objectives in behavioral terms.

3) Establishing criteria.

4) Designing relevant transactions.

5) Designing models including ultimate criteria, procedures, and processes, strategies, and instruments for implementing the assessment.

6) Applying the model to the assessment of the practice.

7) Collecting, processing, and treating data.

8) Interpreting findings, drawing conclusions, and making judgments.

9) Formulating and preparing a report - feedback - which describes, explains, analyzes and predicts the relationships and congruence between the various significant educational practices and other variables in the setting including outcomes.

10) Counseling with the practitioner to provide interpretations, advice, and recommendations.

11) Effecting relationships and a plan for the continued assessment of educational practices.

Outcomes: The primary outcomes of the task are descriptions, explanations, analyses, understandings, and predictions of the consequences of the educational practice and of the consequence of its intended and observed impact on the individuals, groups, and institutions affected by its function. Effective performance of this task will provide data for the use of decision-makers regarding modifying and controlling practices so that predictions can be made based on an understanding of the congruence and contingencies which have been observed from the stages of preparation to actions to outcomes.

EVALUATIVE TASK 17

To assess the consequences of educational programs.

Definitions: Assessment is defined as the process of formally and systematically classifying and explaining relationships among data for purposes of performing judgments regarding educational programs. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific goals. Consequences are those changes, both immediate and delayed, which follow or may be expected to follow as a result of a given preparation or treatment.

Task Elaboration: The essential acts to be performed in executing this task include:

1) Identifying the significant variables of the program, i.e., its rationale, assumptions, goals, other antecedent conditions, transactions and interactions, and outcomes including behavioral and institutional changes.

2) Conceptualizing and stating specific objectives in behavioral terms.

3) Establishing criteria.

4) Developing an appropriate program evaluation model which includes ultimate criteria, procedures and processes, and strategies and instruments for the implementation of the assessment.

5) Applying the model to the assessment of the program.

6) Collecting, processing, and treating data.

7) Interpreting findings, drawing conclusions, and making judgments.

8) Formulating and preparing a report - feedback - which describes, explains, analyzes, and predicts the relationships and congruence between the significant variables in the program including outcomes.

9) Counseling with professional personnel involved with the program and providing interpretations, advice, and recommendations.

10) Affecting a relationship and a plan for continuing program assessment.

Outcomes: The primary outcomes of the task are descriptions, explanations, analyses, understanding, and predictions of the consequences of the educational program and of the consequences of its intended and observed impact on the individuals, groups, and institutions affected by its function. Effective performance of this task will provide data for the use of decision-makers in controlling program operations so that predictions can be made based on congruence and logical contingency which have been observed or might be expected to follow from stages of preparations to operations to outcomes.

EVALUATIVE TASK 18

To evaluate programs or practices developed, tested, or adopted in other settings.

Definitions: Evaluation is the process of systematically describing and assessing the worth of specified programs and practices. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific outcomes. Practices are actions performed to attain intended outcomes.

Task Elaboration: The main acts to be performed in this task are:

1) Identifying programs or projects related to the needs and objectives of the institution.

2) Identifying the objectives, procedures, expectations, outcomes, and evaluations of these activities.

3) Developing an appropriate model for evaluating the programs and/or practices in terms of their observed operations and their potential operations.

4) Collecting, assimilating, analyzing, and interpreting information and data about these activities.

5) Rendering judgments as to the quality of the activity and the associated research.

6) Preparing reports containing validated information for the decision-makers who are to determine the merits of the activity for the institution.

7) Relating this information to the decision-makers.

8) Counseling with those concerned about the potential of the related activities for the institutional setting.

Outcome: The main outcome is a report of an assessment of programs, practices, and procedures developed, tested, or adopted in other settings but related to proposed activities under consideration by decision-makers and staff for possible adoption.

EVALUATIVE TASK 19

To make judgments about programs or practices developed, tested, or adopted in other settings.

Definitions: Judgment is the product of the process of assessing the worth or value of programs or practices. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific goals. Practices are actions taken to attain intended outcomes.

Task Elaboration: The main acts to be performed in executing this task are:

1) Locating in other settings programs and projects related to the needs and objectives of the institution.

2) Identifying the specific objectives, procedures, outcomes, criteria, materials, and evaluations developed for the projects and programs in each of the other settings.

3) Examining the results of the evaluation of the identified programs and practices.

4) Describing the purposes and objectives applicable in their own institutions.

5) Making an analysis and comparison of the components of the identified programs and/or practices in terms of the situation where found and the situation for possible adoption.

6) Rendering judgments as to the appropriateness of the projects or programs with possible modifications for their own institution.

7) Relating and interpreting this information to the institutional decision-makers and staff in meaningful reports.

8) Counseling with those concerned as to the potential of the program or project for the institution.

Outcome: The main outcome is a description and judgment of programs, practices, and procedures from other settings but related to present or proposed activities under consideration by decision-makers and staff for possible adoption.

EVALUATIVE TASK 20

To assess the congruence between what the program does and intends to do.

Definitions: To assess means to formally and systematically classify and explain relationships among data for purposes of performing judgments. Congruence is a condition of agreement between intentions, operations, and outcomes. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific goals.

Task Elaboration: The major acts to be performed in executing this task are:

1) Adopting or developing an evaluation model for the program.

2) Identifying and classifying the intended consequences of the program's significant variables, i.e., its antecedent criteria (rationale, assumptions, objectives, and other antecedent preparations and conditions, its transactions), proximate criteria (interactions, transactions, operations, and functions), and ultimate criteria (outcomes and impacts including both behavioral and institutional changes).

3) Formulating a plan to record the actual consequences of the program by observing and describing the significant variables relating to the program.

4) Observing and describing the conditions under which the program is executed and the extent to which the transactions are consistent with stated plans and criteria, and recording the outcomes of the project.

5) Comparing the actual antecedent conditions, transactions, and outcomes with the expected conditions, transactions, and outcomes.

6) Analyzing and summarizing points of congruence and incongruence.

7) Relating the findings to conditions, transactions, and outcomes and making judgments about future program adjustments.

8) Reporting the findings and suggested adjustments to decision-makers and others concerned with the program.

Outcome: The main outcome resulting from the implementation of this task would be an assessment report of the congruence of expectations and outcomes. Such judgments should be helpful for program adjustments and alterations.

EVALUATIVE TASK 21

To translate the broad purposes of the institution into forms suitable for treatment and application.

Definitions: The broad purposes of the institution are the expressed and implied goals or objectives which guide and direct institutional policies and activities. Translation is the process of interpreting and transforming these objectives into useful form, typically behavioral, for their implementation into specific programs, practices, or activities. Treatment is defined as the application of relevant procedures, processes, and practices.

Task Elaboration: The main acts to be performed in the implementation of this task are:

1) Identifying the broad purposes of the institution.

2) Describing the broad purposes in behavioral terms.

3) Translating these purposes into a form and context that states or implies performance expectations.

4) Identifying and prescribing treatment including relevant programs, procedures, practices, and materials.

5) Field testing the prescribed treatment in a sample situation.

6) Recommending the application of the knowledge derived from field testing through adoption, modification, or elimination.

Outcome: The main outcome is a statement of the broad purposes of the institution in behavioral terms with explicit prescription for subsequent treatments in the evaluative process.

EVALUATIVE TASK 22

To report the results of the evaluations of programs and practices in terms of given criteria.

Definitions: A report of the results of the evaluation is a formal account or statement of the findings which were obtained from the collection and treatment of data and include interpretations, conclusions, and recommendations. Program is defined as a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific outcomes. Practices are actions performed to attain program outcomes. The given criteria are the established measures, scales, or standards against which judgments can be made regarding congruence between actual performance outcomes and intentions.

Task Elaboration: The main acts to be performed in executing this task are:

1) Identifying criteria.

2) Describing processes and procedures by which evaluative data were gathered and evaluations rendered.

3) Analyzing the findings of the evaluations of programs and practices in terms of the given criteria.

4) Drawing conclusions and recommendations pertinent to the evaluations.

5) Preparing a report of the findings including interpretations, conclusions, and recommendations.

6) Presenting the report of procedures and findings in meaningful forms to those involved in the decision-making process and to other concerned persons.

Outcome: The major outcome of this task is a report containing a detailed description and interpretation of the evaluation procedures, the findings, conclusions, and statements of recommendations for subsequent activity in form(s) meaningful to those involved.

EVALUATIVE TASK 23

To interpret the results of the evaluations of programs and practices in terms of given criteria.

Definitions: To interpret is to relate in context, explain, and elucidate in form and terms that are meaningful. Results are the findings gathered and treated by the evaluation process. Program is defined as a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific goals. Practices are actions performed to attain desired outcomes in a particular context. Given criteria are established measures, scales, or standards against which judgments are made between desired performance outcomes and actual performance outcomes.

Task Elaboration: The main acts to be performed in executing this task are:

1) Identifying the given criteria.

2) Becoming thoroughly familiar with the evaluated programs and practices including the basic questions, criteria, model, procedures, processes, and data involved in the evaluation.

3) Verifying the data and the processing and treatment to which it was subjected.

4) Analyzing the results of the evaluation.

5) Identifying those individuals and publics to whom the evaluation results would be of interest and concern.

6) Establishing rapport and confidence with those who are concerned and interested.

7) Preparing a report of the evaluation including an interpretation of the results in terms of the given criteria with emphasis on communicating effectively with the various individuals and publics.

8) Presenting the report to the various individuals and publics with specific attention given to interpreting the significance of relationships and differences, explaining and clarifying treatments and ambiguous points, and pointing out limitations and permissible inferences, conclusions, and recommendations.

9) Adopting the presentation to the uniqueness of other publics and to the media.

Outcome: The outcome of the implementation of this task is a knowledge on the part of appropriate personnel of the significance of evaluation, the processes of evaluation, the results of evaluation, and the limitations of evaluation. Thus a more effective application of evaluation findings in their various institutional assignments should result.

EVALUATIVE TASK 24

To aid in the interpretation of the results of the evaluation of programs and practices.

Definitions: To aid in interpretation is to give assistance in determining the answers to important questions and the meaning and significance of evaluation results by providing valid data in communicable and usable form complete with treatments that facilitate clear and comprehensive descriptions and explanations of status, needs, problems, and significant relationships and differences between and among variables. Results are defined as the findings which have been obtained from the collection and treatment of data. Evaluation is the process of systematically describing and assessing the worth of specified goals, programs, practices, resources, and institutions. A program is a series of planned and organized experiences characterized by determined scope, sequence, content, materials, and activities designed to achieve specific goals. A practice is a specific action taken by practitioners to attain intended outcomes.

Task Elaboration: The essential acts to be performed in executing this task include:

1) Becoming thoroughly familiar with the evaluated programs and practices and the basic questions, criteria, data, model, procedures, and processes of the evaluation.

2) Verifying the data and the processing and treatments to which it was subjected.

3) Becoming aware of the professional understanding of those who are to receive the evaluation results.

4) Preparing a report of the evaluation that will be understandable to its intended consumers and include meaningful terms, tables, charts, graphs, illustrations, and permissible answers to the basic questions of the evaluation.

5) Presenting the report to and interacting with those persons who are responsible for the evaluated program and practices with specific attention given to aiding them by:

   a. Emphasizing the significance of relationships and differences.

   b. Explaining the findings from statistical and other treatments.

   c. Pointing to permissible inferences.

   d. Clarifying ambiguous points.

   e. Cautioning about limitations.

   f. Indicating weaknesses in the evaluation procedures and processes as well as in the evaluated programs and practices.

   g. In drawing conclusions and formulating recommendations warranted by the results.

   h. Emphasizing the need for continuance evaluation.

Outcome: As an outcome of the completion of this task, those persons who are responsible for the programs and practices that have been evaluated will have understandable and meaningful evaluation results that can be used as a basis for making decisions regarding the modification of their programs and practices. Effective performance of the task will contribute to improvement in the effectiveness of the function of these programs and practices.

EVALUATIVE TASK 25

To encourage the adoption of innovative programs and practices.

Definitions: To encourage is acting to cause a consideration of changing to a new approach or technique by creating an awareness of unnecessary limitations in current programs and practices while providing supportive evidence which indicates that superior results may be expected from the change. Adoption means the application of ideas, materials, procedures, or practices typically involving trial application, revision, or modification on the basis of evaluative evidence and possibly leading to institutionalization. Innovative programs and practices include new plans, methods, procedures, techniques, materials, and goals and are defined as a new or different concept, method, organization, or program that is systematically introduced into the classroom, school, district, or state system. Program is defined as a series of planned and organized experiences characterized by determined scope, sequence, content, materials, and activities designed to achieve specific goals. Practices are defined as those specific actions taken by practitioners for the purpose of attaining intended outcomes.

Task Elaboration: The essential acts to be performed in executing this task include:

1) Becoming generally informed about the intentions and expectations of the operations of the program or practice.

2) Determining attitudes toward and readiness for change on the part of the various responsible practitioners and publics.

3) Developing and applying an appropriate evaluation model for the operating program or practice.

4) Identifying and verifying any discrepancies between the adequacy of the observed function of the program or practice and the expected effectiveness of the function in relationship to the goals which either the program or practice serves.

5) Cooperatively devising or identifying from the literature or other sources of dissemination relevant innovative programs or practices for which evidence indicates that superior results may be expected.

6) Making responsible practitioners aware of the discrepancies between the observed and the expected.

7) Assisting in the adaptation of the innovation to the uniqueness of the situation.

8) Devising strategies for trial application and evaluation.

9) Assisting in the implementation of the trial application.

10) Providing the evaluation for the trial application.

11) Using evaluation results for drawing conclusions and making recommendations regarding the adaptation of the innovative program or practice.

Outcome: The main outcome of this task is an awareness by practitioners of the adequacies and inadequacies of operating programs and practices and of related innovative and alternate programs and practices which may increase the effectiveness of their operations. Effective achievement of this task will result in the adoption of appropriate innovative programs and practices from judgments made on the basis of evaluative evidence.

EVALUATIVE TASK 26

To interpret for the public(s) the results of the evaluation of programs and practices as they relate to objectives and outcomes.

Definitions: To interpret is defined as clarifying and making understandable the various concepts, terms, data, relationships, significances, conclusions, and inferences included in evaluation results. Public is defined as those individuals or groups who are identified as being concerned with and affected by the objectives and outcomes of the evaluated programs and practices. Results are defined as the findings which have been obtained from the collected and treated data. A program is a series of planned and organized experiences characterized by determined scope, sequence, content, materials, and activities designed to achieve specific goals. Practices are those specific actions taken by practitioners to attain intended outcomes. Objectives are specific intended outcomes.

Task Elaboration: The essential acts to be performed in executing this task include:

1) Becoming thoroughly familiar with the evaluated programs and practices, objectives and outcomes, and the basic questions, criteria, data, model, procedures, and processes employed in the evaluation.

2) Verifying the data and the processing and treatments to which it was subjected.

3) Becoming familiar with the roles, uniquenesses, and professional understanding of the various publics to whom the results are to be communicated and interpreted.

4) Preparing reports of the evaluation that will be understandable to the various publics and including meaningful terms, tables, charts, graphs, illustrations and permissible answers to basic questions of the evaluation that are attuned to the uniquenesses of the public(s) who will receive them.

5) Presenting the report to and interacting with the public(s) with specific attention given to helping them by:

   a. Emphasizing the significance of relationships and differences.

   b. Explaining the findings from statistical and other treatments.

7) Assisting in the adaptation of the innovation to the uniqueness of the situation.

8) Devising strategies for trial application and evaluation.

9) Assisting in the implementation of the trial application.

10) Providing the evaluation for the trial application.

11) Using evaluation results for drawing conclusions and making recommendations regarding the adaptation of the innovative program or practice.

Outcome: The main outcome of this task is an awareness by practitioners of the adequacies and inadequacies of operating programs and practices and of related innovative and alternate programs and practices which may increase the effectiveness of their operations. Effective achievement of this task will result in the adoption of appropriate innovative programs and practices from judgments made on the basis of evaluative evidence.

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Definitions: To interpret is defined as clarifying and making understandable the various concepts, terms, data, relationships, significances, conclusions, and inferences included in evaluation results. Public is defined as those individuals or groups who are identified as being concerned with and affected by the objectives and outcomes of the evaluated programs and practices. Results are defined as the findings which have been obtained from the collected and treated data. A program is a series of planned and organized experiences characterized by determined scope, sequence, content, materials, and activities designed to achieve specific goals. Practices are those specific actions taken by practitioners to attain intended outcomes. Objectives are specific intended outcomes.

Task Elaboration: The essential acts to be performed in executing this task include:

1) Becoming thoroughly familiar with the evaluated programs and practices, objectives and outcomes, and the basic questions, criteria, data, model, procedures, and processes employed in the evaluation.

2) Verifying the data and the processing and treatments to which it was subjected.

3) Becoming familiar with the roles, uniquenesses, and professional understanding of the various publics to whom the results are to be communicated and interpreted.

4) Preparing reports of the evaluation that will be understandable to the various publics and including meaningful terms, tables, charts, graphs, illustrations and permissible answers to basic questions of the evaluation that are attuned to the uniquenesses of the public(s) who will receive them.

5) Presenting the report to and interacting with the public(s) with specific attention given to helping them by:

   a. Emphasizing the significance of relationships and differences.

   b. Explaining the findings from statistical and other treatments.

c. Clarifying ambiguious points.

d. Pointing to cautions, limitations, and weaknesses inherent in the evaluation.

e. Pointing to permissible inferences regarding the congruence and contingencies within the programs and practices, and as they relate to the objectives and outcomes.

f. Drawing conclusions and formulating recommendations warranted by the results.

g. Emphasizing the need for continuous evaluation.

Outcome: As an outcome of the performance of this task, those persons concerned with and affected by the objectives and outcomes of the evaluated programs and practices will have an understanding of the results from the evaluation and a meaningful basis upon which to make decisions regarding goal selection and the support and modification of these programs and practices. Effective performance of the task will provide the various public(s) with a knowledge of the function of the evaluated programs and practices in relation to the intended and observed outcomes.

EVALUATIVE TASK 27

To explicate the rationale for developmental programs.

Definitions: To explicate is to classify and structure the products and processes of specified preparations and operations. A rationale is an orderly statement of assumptions, values, needs, and/or purposes intended to inform about the conceptual origins of desired or actual behaviors and outcomes. Developmental is characterized by the invention, design, and packaging of specified programs and practices for the attainment of specified performance outcome. A program is a series of organized experiences characterized by a planned scope, sequence, content, materials, and activities designed to achieve specified intended outcomes.

Task Elaboration: The main acts to be performed in executing this task are:

1) Describing the developmental program under consideration.

2) Describing the background, status, needs, problems, and purposes for which programmed experiences constitute an intended solution.

3) Identifying variables and control mechanisms related to the program.

4) Explicating rationales for specified developmental programs in terms of social, psychological, historical, and philosophical factors.

5) Assessing the completeness, logic, and significance of the rationale for the developmental programs.

6) Communicating effectively about the importance of establishing a rationale for developmental programs.

7) Establishing the significance of the developmental program in terms of its rationale.

Outcome: The primary outcome will be a complete statement of rationale for a developmental program which will serve both as an indicator of the general significance of the program and as a guide for its development and adoption.

EVALUATIVE TASK 28

To translate program objectives into behavioral or operational terms.

Definitions: To translate is to alter terms to a behavioral or operational form. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specified goals. Objectives are specified, intended outcomes Behavioral or operational means measurable, observable, capable of accountability.

Task Elaboration: The main acts to be performed in executing this task include:

1) Identifying and establishing general program purposes in meaningful and communicative terms.

2) Conceiving of program objectives in terms of specified behavioral or operational outcomes.

3) Establishing criteria for purposes of identifying the achievement of program objectives.

4) Stating objectives in behavioral and operational terms that permit observation and measurement.

5) Developing strategies, procedures, and techniques for ascertaining the achievement of program objectives in quantifiable and descriptive terms.

6) Counseling and assisting program planners in the activities of behavioral description.

Outcome: The primary outcome is a meaningful statement of program purposes, a statement of objectives in behavioral or operational terms, and a description of behaviors involved in the achievement of the objectives with implications for observation and measurement.

EVALUATIVE TASK 29

To feedback the data relating to the congruence of the outcomes and intents resulting from the program.

Definitions: To feedback the data means to implement systematic procedures that return information to the appropriate persons for use in decision-making regarding antecedent decisions, problems, objectives, or predictions. Congruence is a match or approximation. Outcomes are the consequences of the function of a preparation or an operation. Intents are specified outcomes. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific outcomes.

Task Elaboration: The main acts to be performed in executing this task include:

1) Identifying the responsible personnel.

2) Becoming knowledgeable about the program.

3) Identifying evaluative data about the program relating intended outcomes and consequences.

4) Identifying specified purposes for which this data is likely to be used in decision-making and problem-solving.

5) Packaging the data for purposes of presentation to and application by appropriate target populations in the system.

6) Developing and/or implementing systematic procedures for transmitting these packages from designer to applicator.

7) Providing directives, guidelines, and/or other needed assistance to applicators for purposes of improving the usefulness of transmitted data in the decision-making process.

8) Assessing the efficiency and effectiveness of the feedback system.

Outcomes: Primary outcomes would include:

a. Effective feedback procedures operating to increase communications among evaluators, policy-makers and others in the system regarding the types of existing problems and the decisions required

b. Data packages describing congruence, or lack thereof, between intended outcomes and consequences of the program

c. Decision-making based on the most recent, complete, and valid data available

EVALUATIVE TASK 30

To present generalizations and data to the decision-makers in a form that will enable them to identify gains and losses from a particular program.

Definitions: To present means to make available. Generalizations are verified conclusions to relevant questions and/or hypotheses. Data is information. Decision-makers are persons possessing a formal or informal role in the formulation of policy in the system. Form is an organized package or unit. To enable is to permit or facilitate. Gains are desired achievements which have been identified as accruing to the system, or parts thereof, while losses are detriments which have been identified as accruing to the system, or parts thereof. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific goals.

Task Elaboration: The main acts to be performed in executing this task include:

1) Identifying decision-makers for whom data is to be provided.

2) Identifying intentions, operations, and outcomes.

3) Establishing criteria.

4) Observing and/or analyzing data from operations and outcomes.

5) Identifying kinds of problems faced and decisions required.

6) Describing in a comprehensive and communicative manner program gains and losses.

7) Interpreting data into communicable form.

8) Organizing and packaging data for purposes of application in decision-making contexts.

9) Identifying and implementing optimal methods for transmitting relevant data.

10) Providing directives, guidelines, and/or assistance to decision-makers for purposes of improving the useful application of the transmitted data.

Outcome: Primary outcomes include:

a. Packages of data which program gains and losses

b. An improved understanding of the types of problems and decisions institutional decision-makers face

c. Operations and procedures for transmitting significant data to appropriate target populations

d. On-the-job support mechanisms for decision-makers to help them to achieve optimal utilization of data in the decision-making process

EVALUATIVE TASK 31

To determine the nature of the decision-making process in the institution.

Definitions: To determine is to be able to explain. Nature of means essence, scope, and type. The decision-making process is the formal system and procedure and the informal events constituting operational patterns through which institutional judgments are made and supportive behaviors are performed. An institution is a legally established educational organization designed to carry on selected educative functions.

Task Elaboration: The main acts to be performed in the execution of this task are:

1) Becoming knowledgeable about decision-making processes.

2) Becoming knowledgeable about the institution including its history, rationale, general organizational model, and operations.

3) Identifying and characterizing the institution's formal and informal organization for decision-making.

4) Identifying and characterizing persons who are charged with and/or influential in the decision-making process.

5) Identifying institutional problems and stated personnel responsibilities for which the formal organization is an intended appropriate model.

6) Identifying and analyzing significant interactions between formal organizational patterns and informal patterns for decision-making.

7) Determining the use of feedback in the decision-making process.

8) Assessing the extent to which behaviors supportive of formally-concluded decisions are performed in the institution.

9) Identifying and elaborating control mechanisms of the institution designed to redirect divergent and/or harmful behaviors toward the stated objectives and selected procedures of the formal organization for decision-making.

Outcome: Primary outcomes are:

a. A comprehensive description and explanation of the institution's formal organization for decision-making

b. An identification of the decision-makers and of the institution's informal patterns for decision-making

c. A description of the problems faced by institutional decision-makers

d. An indication of the extent of supportive and non-supportive behavior in the institution

e. A description of stated control mechanisms for dealing with such behavior

EVALUATIVE TASK 32

To apply valid and reliable measurement instruments and techniques.

Definitions: Application is the process of implementing available resources for use in specific activities. Instruments are devices specifically designed to perform particular tasks such as the measurement of specific behaviors. Techniques are detailed operations used in executing procedures. Measurement is the process of quantifying observed data. An instrument is valid if it measures what it purports to measure. An instrument is reliable if it has a high degree of consistency.

Task Elaboration: The main acts to be performed in executing this task are:

1) Identifying objectives and determining criteria.

2) Becoming knowledgeable about available instruments and techniques and their sources, strengths, and weaknesses.

3) Securing and maintaining an evaluation collection including copies of tested instruments, techniques, and related references and guides.

4) Rendering judgments and choosing instruments for given purposes.

5) Using effectively instruments and techniques.

6) Counseling with interested personnel in the choice and application of instruments and techniques.

7) Recommending needed instruments and techniques for specific purposes.

8) Verifying the validity, reliability, and usability of the recommended instruments and techniques as they function in the users' situation.

9) Interpreting the results of the application of instruments and techniques to others.

Outcome: The main outcome is an established reservoir of available, valid, reliable, and usable measuring instruments and techniques and a collection of information about measurement and evaluation collected through the application of instruments and techniques and from the professional literature.

EVALUATIVE TASK 33

To direct field testing procedures.

Definitions: To direct means to administer. Field testing is the trial use of programs, procedures, materials, and techniques for the purpose of assessing their feasibility for adoption.

Task Elaboration: The acts to be performed in the implementation of this task are:

1) Reviewing the purposes and design of the field testing.

2) Reviewing the expected outcomes and establishing the related criteria.

3) Selecting appropriate measuring instruments and procedures to be utilized in the field testing.

4) Selecting a sample of individuals or groups to be utilized in field testing.

5) Arranging for or conducting training programs related to the testing.

6) Administering the field testing.

7) Administering the collection and feasibility analyses of relevant data.

8) Reporting the results of the field testing including conclusions and recommendations.

Outcome: The main outcome resulting from implementation of this task would be the assignment of responsibilities for directing field testing procedures and a knowledge of how to direct and execute field testing procedures.

EVALUATIVE TASK 34

To analyze the findings of the evaluations of programs and practices in terms of given criteria.

Definitions: Analysis is the treatment of data for the purpose of classifying information and determining relationships that are important for the decision-making process. A program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific outcomes. Practices are actions performed to attain desired outcomes in a particular context. Given criteria are established measures, scales, or standards against which judgments are made between desired performance outcomes and actual performance.

Task Elaboration: The main acts to be performed in executing this task are:

1) Identifying the given criteria.

2) Assimilating all relevant data and information collected through the evaluation process.

3) Verifying the data including collection and treatment procedures.

4) Rendering judgments as to the validity and reliability of this information.

5) Rendering judgments about the processes and procedures by which this information was gathered.

6) Determining the congruence, or lack thereof, between and among antecedents, i.e., preparations, performance intentions, and objectives, as well as operations and outcomes.

7) Applying the given criteria.

8) Describing and recording the results of Acts 1 through 7.

Outcome: The main outcome is a comprehensive analysis, description, interpretation, and record of the meaning of the evaluation activity including statements of objectives, criteria, outcomes and judgments in a form that is meaningful to persons with decision-making responsibilities or concern about the evaluated activities.

EVALUATIVE TASK 35

To accumulate project or program information about similar programs in other settings.

Definitions: To accumulate is to collect and assimilate information. A project and/or program is a series of organized experiences characterized by planned scope, sequence, content, materials, and activities designed to achieve specific goals.

Task Elaboration: The main acts to be performed in executing this task are:

1) Identifying programs or projects related to the activities of the institution.

2) Collecting and assimilating information and data about these activities.

3) Establishing criteria and procedures for assessing the information.

4) Rendering judgments as to the reliability and appropriateness of the information.

5) Translating the information into meaningful and useful forms.

6) Relating and disseminating this data and information to the appropriate personnel of the institution.

7) Storing the information in a form useful to the institution.

8) Conducting follow-up studies to determine the use and effectiveness of the information. This information includes statements of objectives, procedures and outcomes, with judgments as to worth and appropriateness for specific objectives.

Outcome: The main outcome is a file of descriptive information in a form that accommodates effective storage and retrieval within the institution.

EVALUATIVE TASK 36

To implement and maintain a data bank.

Definitions: To maintain a data bank is to arrange for the continuous collection, updating, storage, retrieval, and processing of data into a purposeful and systematic collection of valid and reliable information. To implement means to operationalize plans, programs, procedures, and processes for the collection, storage, and processing of data. The content of the data bank relates specifically to decisions to be made, objectives to be accomplished, problems to be solved, and/or predictions to be made.

Task Elaboration: The main actions to be performed in executing this task include:

1) Conceptualizing the decisions and/or predictions to be made, objectives to be accomplished, and problems to be solved.

2) Translating the decisions, objectives, problems, or predictions into operational terms or variables which are capable of being observed, described, and recorded.

3) Planning for the collection and storage of the data.

4) Collecting, processing, classifying, analyzing, and storing the data.

5) Communicating to potential users regarding the availability and use of the data bank.

6) Providing the services of the data bank.

7) Evaluating the usefulness and effectiveness of the accumulated data and the data bank system and making appropriate modifications in the program.

8) Maintaining the data bank by continuous application of Acts 1 through 7.

Outcome: The performance of this task will provide and maintain for decision-makers useful and reliable information in the form of a systematically organized and readily accessable collection of data.

EVALUATIVE TASK 37

To implement and maintain a feedback system for a data bank.

Definitions: A feedback system is a systematic approach installed to return relevant information to appropriate persons or positions for use in decision-making about antecedent decisions, problems, objectives, or predictions. Implementing is to operationalize plans, programs, and procedures for a feedback system. Maintaining a feedback system means to arrange for the continuous operation of the system.[2]

Task Elaboration: The main acts to be performed in executing this task include:

1) Identifying and becoming familiar with an available relevant data bank.

2) Identifying the decision-makers, their needs and problems, time schedule, and the kinds of information that would be helpful to them.

3) Determining the relevant information available in the data bank.

4) Preparing an outline of needed content, and a format relating to decisions to be made, objectives to be accomplished.

5) Scheduling the processing and analysis of the data.

6) Developing necessary information, releases, reports, and bulletins enumerating and explaining the data analysis.

7) Reporting and interpreting findings to target individuals or groups.

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[2]An assumption is made that an adequate data bank has been implemented concurrently with the implementation and maintenance of the data bank.

8) Determining the need for additional information.

9) Evaluating the utility of the reported information, reporting approaches, and specific components of the data bank.

Outcome: The main outcome would be a systematic approach to provide purposeful information to persons making decisions or judgments about selected decisions, problems, objectives, or predictions.

EVALUATIVE TASK 38

To implement procedures and processes for the evaluation of professional personnel of the institution.

Definitions: To implement is to operationalize procedures, i.e., sequenced steps by which activities are implemented within, and processes, i.e., related activities by which the procedures are executed. Evaluation is the process of systematically describing and assessing the worth of specified goals, programs, practices, procedures, and processes. Professional personnel are those persons who are legally employed by an educational institution and are charged to conduct specified institutional activities. Institution is defined as a legally established educational organization designed to carry on selected educative functions.

Task Elaboration: The essential acts to be performed in the execution of this task include:

1) Identifying and describing the institution and its professional personnel who are to be evaluated.

2) Becoming familiar with the institutional setting, including its facilities, goals, and expectations.

3) Establishing the institution's rationale and criteria for evaluating its professional personnel and determining the possible use of the evaluation results.

4) Devising, locating, adapting,identifying, or selecting the most appropriate procedures, processes, and instruments for evaluating the institution's professional personnel.

5) Cooperatively planning with responsible persons strategies for the application of the evaluation procedures and processes.

6) Operationalizing the procedures and processes according to the devised strategies and plans.

7) Making analyses and interpretations from the data gathered.

8) Drawing conclusions and formulating recommendations about both the evaluation procedures and processes employed and the results that they yielded regarding the professional personnel.

9) Modifying the evaluation procedures and processes to the extent indicated by the feedback from their applications.

10) Counseling with responsible institutional personnel regarding the meaning of the evaluation results and future evaluation of their professional personnel.

Outcomes: The chief outcomes from the achievement of this task are to:

a. Provide the institution with valid and usable procedures and processes for evaluating its professional personnel.

b. Provide valid and complete data for use as a basis upon which to make decisions about personnel selection, assignment, performance, retention, dismissal, promotion, and inservice growth.

c. Contribute to the quality of performance of the institution's professional personnel.

EVALUATIVE TASK 39

To advise users in the selection, construction, and use of measurement instruments.

Definitions: To advise is to inform and to recommend. Users are the professional personnel employed within an educational setting who apply measuring instruments. Selection is the act of choosing. Construction is the process of forming, arranging, or building. Use is the process of applying or utilizing. Measurement instruments are devices specifically designed to perform particular data gathering tasks such as the quantification of a specific behavior or performance.

Task Elaboration: The main acts to be performed in executing this task are:

1) Developing rapport with potential users.

2) Becoming aware of the users' background, needs, and situation.

3) Working with the personnel who are potential users of measurement instruments to develop an appreciation for evaluation.

4) Becoming knowledgeable about available instruments and techniques pertinent to the measurement tasks involved.

5) Advising and counseling with users about measurement procedures and processes.

6) Providing a resource collection for use by users.

7) Rendering judgments as to the value of data collected by applying various instruments and techniques.

8) Modifying existing instruments and techniques.

9) Developing new instruments and techniques of measurement as the need arises.

10) Demonstrating sound methods of selecting, developing, and applying measurement instruments.

11) Instructing users in procedures to interpret results and to assess the validity, reliability, and usability of instruments and techniques that are applied.

Outcome: The main outcome is a person competent in measurement who is assigned institutional responsibility to advise employees in the selection, construction, and use of measurement instruments appropriate for the evaluation tasks performed within the setting.

EVALUATIVE TASK 40

To provide counsel with teachers about the problems and procedures of individual pupil evaluation.

Definitions: Counseling is the interaction between an evaluation specialist and one or more individuals or groups of individuals in which the specialist guides deliberations, helps formulate interpretation, and gives advice to teachers. Teachers are those professional persons formally engaged in the direction of student learning activities within a school. Pupil evaluation includes both the formal and informal judgments rendered by teachers about student behaviors and such student attributes as attitudes, citizenship, abilities, and achievement for various purposes including parent reports, college or employer recommendations, and information as to instructional effectiveness. Problems refer to the day-to-day obstacles or demands faced by teachers in pupil evaluation. Procedures are the sequenced steps by which activities are implemented in the pupil evaluation design.

Task Elaboration: The main acts to be performed in executing this task are:

1) Establishing rapport with the teachers.

2) Becoming familiar with their situations.

3) Advising teachers on their methods and procedures for pupil evaluation.

4) Providing resources and references that are immediately available for teacher use.

5) Appraising teachers of alternative approaches to pupil evaluation.

6) Aiding teachers in the design and adoption of evaluation processes to effectively measure desired objectives.

7) Advising teachers on both the validity and feasibility of methods employed to motivate students, to measure instructional outcomes, and to assign marks or grades.

8) Serving as a resource person to teachers, supervisors, and administrators on individual pupil evaluation.

Outcome: The immediate outcome resulting from the implementation of this task would be the assignment of responsibilities to a person(s) or position to work with teachers to improve pupil evaluation. The ultimate outcome should be improved pupil evaluation procedures.

EVALUATIVE TASK 41

To provide counsel for educational practitioners in the process of self-evaluation.

Definitions: Counseling is interactions between the specialist and one or more practitioners in which the specialist guides deliberations, helps formulate interpretations, and gives advice to practitioners regarding problems, procedures, and situations of concern to both parties. The process of self-evaluation is the purposeful and systematic action taken by the practitioner to determine the value of his goals and the relevance, appropriateness, and effectiveness of the plans, principles, methods, techniques, and materials which he uses to achieve his goals.

Task Elaboration: The essential acts to be performed in executing this task include:

1) Achieving trust and rapport with the practitioner.

2) Gaining a comprehensive understanding of the practitioner's situation.

3) Establishing a relationship which is conducive to effective counseling.

4) Providing support and encouragement for and technical advice about the self-evaluation process.

5) Providing, individually or in groups, guidance, analysis, and interpretation of the collected data, suggestions, advice, and recommendations.

6) Stimulating the practitioner's examination of the meaning of his experience.

7) Helping the practitioner to develop guidelines for goal selection and/or behavior modification.

8) Encouraging continuous self-evaluation.

Outcome: The main outcome of the task is to provide educational practitioners with the attitudes, understandings, and skills needed for their own assessment of the appropriateness of their objectives and the effectiveness of their performance. Effective achievement of this task will result in practitioner self-direction based on self-evaluation.

EVALUATIVE TASK 42

To provide measurement and evaluation services.

Definitions: To provide is to make available in a formal manner those measurement and evaluation services, i.e., actions employed to implement the assessment of programs or practices through the use of valid and reliable procedures, instruments, and processes, needed by the personnel involved in the educational process. Teachers, counselors, administrators, supervisors, and board members are included.

Task Elaboration: The main acts to be performed in executing this task are:

1) Becoming familiar with the practitioner's background situation, needs, and readiness for evaluation.

2) Establishing rapport.

3) Working with professional educational personnel both as individuals and in groups to develop an appreciation and an awareness of evaluation activities and their significance to education.

4) Providing resources, advice, and counsel to these personnel regarding instrument selection, application and interpretation, self-evaluation processes, pupil evaluation, and evaluation of programs and practices.

5) Rendering judgments upon request as to the availability, validity, reliability, and usability of alternative evaluative procedures, practices, and instruments.

Outcome: The major outcome resulting from the implementation of this task would be the formal assignment of responsibilities to a person(s) or position(s) to render measurement and evaluation services to the professional personnel employed within the setting and the provision of such services for teachers, counselors, administrators, supervisors, and board members.

EVALUATIVE TASK 43

To aid in the process of training users in the utilization of the results of evaluation.

Definitions: To aid is to assist in planning and executing the process of training which includes the acts involved in developing in practitioners' readinesses and competencies for their use of evaluation results. Users refers to those professional practitioners who are responsible for the application of the results, i.e., findings which have been obtained from the collection and treatment of raw data, as a basis of classifying,operating, and/or making decisions. Evaluation means the purposeful and systematic process of determining worth.

Task Elaboration: The main acts in executing this task include:

1) Becoming aware of the general rationale for the training session including needs, assumptions, goals, and the relevant situation.

2) Determining the readiness and level of competence of the users.

3) Identifying the assistance that is needed.

4) Cooperatively planning with the responsible persons a program and strategies for providing the needed assistance.

5) Helping develop instructional objectives, plans, aids, and materials for the training.

6) Implementing the training through the provision of advice, guidance, observations, demonstrations, models, tools, techniques, and directed instruction when needed.

7) Providing an evaluation model, procedures, processes, and materials for the evaluation of the training session.

Outcomes: The primary outcomes from the achievement of this task are:

a. The development of an approach for the training of users in the application of evaluation results

b. The facilitation of the use of the results of evaluation

c. The modification of aspects of a situation, organization, performance, and/or goals on the basis of evaluation results

Effective performance of this task will contribute to the efficiency and effectiveness of decision making and accelerate the adoption and/or modification of goals, situations, programs, and performance.

EVALUATIVE TASK 44

To assist curriculum specialists, supervisors, and teachers in the adoption of materials and practices that can be evaluated in terms of specific objectives.

Definitions: Curriculum specialists and supervisors are those professional personnel who function in roles other than teaching and who are charged with the primary institutional responsibility of improving the quality of instruction. Teachers are those persons formally engaged in the process of directing student learning activities within a school. Development is the process of inventing, designing, ordering, modifying, or packaging for specific purposes. Adoption is the application of ideas, materials, procedures, or practices which typically involve trial application, revision, or modification, and institutionalization. Materials consist of the substance or content applied in the teaching process. Practices are the actions performed to attain specific outcomes. That can be evaluated means capable of assessment.

Task Elaborations: The main acts to be performed in executing this task are:

1) Helping identify relevant materials and practices for possible adoption.

2) Aiding in the establishment of criteria upon which judgments are to be made.

3) Assisting specialists, supervisors, and teachers in the systematic evaluations of proposed materials or practices.

4) Assisting in trying out and field testing new approaches prior to installation.

5) Assisting in the subsequent evaluation activities involved in revision, re-testing, and installation.

6) Rendering judgments about the process of adoption as well as about the products adopted.

Outcome: The main outcome resulting from the implementation of this task is a procedure for assisting school personnel in the orderly field testing of innovations prior to adoption and institutionalization and a formal assignment of responsibility for providing the services associated with the procedure.

SECTION III

POSITION DEVELOPMENT PROJECT

POSITION DEVELOPMENT PROJECT:

The Clustering of Tasks into Prototype Evaluator Positions,
The Design of Exemplary Job Specifications,
The Development of Guidelines for Installation
and The Observation of the Institutionalization Process.

I. Overview

The Position Development Project is the second of two major components of the Evaluator Development Program of CERLI. Since the ultimate purpose of this program is to improve the intra-institutional evaluative practices wihin educational institutions through the institutionalization of specified and developed evaluative tasks into positions and roles[1] within educational settings, the Position Development Project is dependent upon the completion of the Task Development Project. Included among these educational settings are elementary and secondary schools, intermediate school units, institutions of higher education, Title I and III projects, and inter-agency units, such as regional educational laboratories and Research and Development Centers. An implicit assumption underlying this project is that evaluation can be implemented best through an intra-institutional rather than an extra-institutional approach. Consequently, institutions can and should be equipped to perform their evaluative functions more effectively than at the present. Furthermore,

[1]Position is defined as a formally stated relationship of tasks, activities, and/or intended outcomes to be performed by a person in the organization. Role is defined as the activities, behaviors, and identifiable outcomes actually performed in a position.

an effective means by which institutions can "tool up" for improved evaluation is through the institutionalization of specific evaluative tasks via the formal assignment of specified tasks to existing positions and/or through the creation of new positions, herein referred to as "evaluators."

II. Background

Even though the ultimate purpose of the Evaluator Development Program was the institutionalization of new positions and roles, middleman-like in nature, such an assignment is logically subsequent to the identification and development of specific tasks essential for evaluation. Therefore, the developers of this program chose to spend the major part of their time and resources on the Task Development Project phase of the Evaluator Program in its early stages. Thus, Project I of the Evaluator Development Program was designed and implemented to identify, describe, and develop these tasks. (See Section II, Task Development Project). Consequently, the Position Development Project is still in its embryonic stages.

The Position Development Project, as currently conceived, involves the orderly and systematic design of means, procedures, and techniques by which the tasks developed in the Task Development Project could be institutionalized into positions--ultimately roles--within various educational settings. During this phase of the program the primary concern will be on the development of position(s) within organizations that can effectively implement specific evaluative tasks or functions.

III. Purposes

The main purposes of the Position Development phase of the program include: 1) the clustering of tasks into prototype evaluator positions with elaborated job specifications for the purpose of position institutionalization within selected settings; 2) the design of exemplary job specifications to effectively implement, within selected settings, the tasks developed in the Task Development Project; 3) the derivation of guidelines and recommended procedures to aid institutional administrators in the installation of task assignments into their organization through existing and/or new positions; and 4) the systematic observation of the processes of installing evaluative tasks and/or positions into functioning institutional settings for the purpose of modification, redesign, and evaluation.

IV. Project Model

The project model has not been completed at this time. However, the following activities have been tentatively identified as significant components of the model.

1. The identification and explication of differentiated institutional settings in which evaluative positions are to be implemented.
2. The determination of the effectiveness with which the tasks identified in the Task Development Project are currently being implemented within selected settings.

3. The design of guidelines and strategies to serve as a rationale for the purpose of institutionalizing the tasks into positions and performance roles in selected settings.
4. The identification and description of systematic means by which tasks can be clustered into institutional positions in varied educational settings.[2]
5. The clustering of tasks into prototype positions for selected settings, and the design of job descriptions for these positions in selected settings.
6. The actual institutionalization of these tasks through existing and/or new positions in selected settings.
7. The study of the process of institutionalization of the tasks into positions in #6 above.
8. The dissemination of the results of this project.

V. Outcomes

The main outcomes of the Position Development Project include:

1. The description of prototypal evaluator positions with elaborated job specifications for selected settings.

[2]The following methods by which tasks could be clustered into positions and/or roles have been tentatively identified: 1) the functional relatedness of the tasks; 2) the commonality of skills and competencies necessary for implementation of the tasks; 3) the appropriateness for training; 4) the compatibility with existing organizational structures; and 5) the intuitive design of new positions.

2. Guidelines and recommended procedures for use by institutional decision-makers preparing to install evaluator positions.
3. The identification of exemplary institutions that have installed evaluator positions.
4. Documented case studies of the successes and failures encountered in the installation of evaluators.
5. Instruments designed to assess the need for evaluator positions in selected institutions.
6. Increased awareness of the need for evaluators in various settings.
7. Increased knowledge about evaluator positions.

VI. Illustrations of Task Groupings

Examples of approaches to the clustering of evaluative tasks are included in this document as illustrative of two possible strategies that might be used in the Evaluator Position Development Project. To date, the following categories have received limited treatment in the evolution of the Evaluator Development Program. They are chosen in order to convey multiple types of information to persons who may reveal differentiated interests in the Program. Degrees of ultimate usefulness for these categories are yet to be established and depend upon their capabilities to provide for the appropriate use of whatever data continues to be developed, both in the Task Development Project and in the Position Development Project.

In order to facilitate proper development, the forty-four evaluative

tasks identified in the Evaluator Development Program have been grouped into ten areas on the basis of the seemingly most related functions and into three areas representing necessary and useful institutional activities. Listed below are the tasks grouped by nature of function implied. Some of the tasks seem to suggest generalizable usefulness for categories other than the one to which they are formally assigned.

A. Identifying and Selecting Activities

1. To identify the broad objectives of the institutions.

2. To identify and select criteria upon which judgments about institutional objectives may be made.

3. To identify procedures and processes for the evaluation of professional personnel of the institution.

4. To identify the outcomes which are contingent upon particular antecedent conditions or strategies.

5. To identify the consequent side effects of the strategies or practices in a program implementation.

B. Designing Activities

6. To develop valid and reliable measurement instruments and techniques.

7. To design procedures and processes for the evaluation of professional personnel of the institution.

8. To design field testing procedures.

9. To prepare project or program proposals.

10. To design studies for given institutional purposes.

C. Developing Activities

11. To assist curriculum specialists, supervisors, and teachers in the development of materials and practices that can be evaluated in terms of specific objectives.

12. To develop descriptive information about programs.

13. To develop generalizations about the program and its practices.

14. To develop practitioner readiness for evaluation.

D. Assessing and Judging Activities

15. To judge the relative merits of each of the broad purposes of the institution.

16. To assess the consequences of educational practices.

17. To assess the consequences of educational programs.

18. To evaluate programs or practices developed, tested, or adopted in other settings.

19. To make judgments about programs or practices developed, tested,or adopted in other settings.

20. To assess the congruence between what the program does and intends to do.

E. Translating, Interpreting and Reporting Activities

*12. To develop descriptive information about programs.

21. To translate the broad purposes of the institution into forms suitable for treatment and application.

22. To report the results of the evaluations of programs and practices in terms of given criteria.

23. To interpret the results of the evaluations of programs and practices in terms of given criteria.

24. To aid in the interpretation of the results of the evaluation of programs and practices.

25. To encourage the adoption of innovative programs and practices.

NOTE: An * indicates tasks that are classified in more than one area of function.

26. To interpret for the public(s) the results of the evaluation of programs and practices as they relate to objectives and outcomes.

27. To explicate the rationale for developmental programs.

28. To translate program objectives into behavioral or operational terms.

29. To feedback the data relating to the congruence of the outcomes and intents resulting from the program.

30. To present generalizations and data to the decision-makers in a form that will enable them to identify gains and losses from a particular program.

31. To determine the nature of the decision-making process in the institution.

F. Applying and Directing Activities

32. To apply valid and reliable measurement instruments and techniques.

33. To direct field testing procedures.

G. Collecting and Analyzing Activities

34. To analyze the findings of the evaluations of programs and practices in terms of given criteria.

35. To accumulate project or program information about similar programs in other settings.

H. Maintaining and Implementing Activities

36. To implement and maintain a data bank.

37. To implement and maintain a feedback system for a data bank.

38. To implement procedures and processes for the evaluation of professional personnel of the institution.

I. Counseling and Advising Activities

*25. To encourage the adoption of innovative programs and practices.

39. To advise users in the selection, construction and use of measurement instruments.

40. To provide counsel with teachers about the problems and procedures of individual pupil evaluation.

41. To provide counsel for educational practitioners in the process of self-evaluation.

J. Providing Services, Materials, and Training Activities

*9. To prepare project or program proposals.

*11. To assist curriculum specialists, supervisors and teachers in the development of materials and practices that can be evaluated in terms of specific objectives.

*24. To aid in the interpretation of the results of the evaluation of programs and practices.

*25. To encourage the adoption of innovative programs and practices.

42. To provide measurement and evaluation services.

43. To aid in the process of training users in the utilization of the results of evaluation.

44. To assist curriculum specialists, supervisors and teachers in the adoption of materials and practices that can be evaluated in terms of specific objectives.

As pointed out previously, the forty-four evaluative tasks can also be grouped on the basis of institutional activities. Listed below are the tasks grouped by nature of institutional classifications. As in the case of grouping by implied function, some of the tasks appear to suggest generalizable usefulness for categories other than the ones to which they are formally assigned.

A. Evaluation Related to the Implementation of Continuous Institutional Responsibilities

1. To identify the broad objectives of the institution.

2. To identify and select criteria upon which judgments about institutional objectives may be made.

3. To identify procedures and processes for the evaluation of professional personnel of the institution.

6. To develop valid and reliable measurement instruments and techniques.

7. To design procedures and processes for the evaluation of professional personnel of the institution.

8. To design field testing procedures.

9. To prepare project or program proposals.

10. To design studies for given institutional purposes.

15. To judge the relative merits of each of the broad purposes of the institution.

16. To assess the consequences of educational practices.

17. To assess the consequences of educational programs.

21. To translate the broad purposes of the institution into forms suitable for treatment and application.

22. To report the results of the evaluations of programs and practices in terms of given criteria.

23. To interpret the results of the evaluations of programs and practices in terms of given criteria.

26. To interpret for the public(s) the results of the evaluation of programs and practices as they relate to objectives and outcomes.

31. To determine the nature of the decision-making process in the institution.

32. To apply valid and reliable measurement instruments and techniques.

33. To direct field testing procedures.

34. To analyze the findings of the evaluations of programs and practices in terms of given criteria.

36. To implement and maintain a data bank.

37. To implement and maintain a feedback system for a data bank.

38. To implement procedures and processes for the evaluation of professional personnel of the institution.

B. Services to Professional Personnel Other Than Governors, Administrators, and Supervisors of the Institution

6. To develop valid and reliable measurement instruments and technologies.

11. To assist curriculum specialists, supervisors, and teachers in the development of materials and practices that can be evaluated in terms of specific objectives.

14. To develop practitioner readiness for evaluation.

24. To aid in the interpretation of the results of the evaluation of programs and practices.

25. To encourage the adoption of innovative programs and practices.

32. To apply valid and reliable measurement instruments and technologies.

39. To advise users in the selection, construction, and use of measurement instruments.

40. To provide counsel with teachers about the problems and procedures of individual pupil evaluation.

41. To provide counsel for educational practitioners in the process of self-evaluation.

42. To provide measurement and evaluation services.

43. To aid in the process of training users in the utilization of the results of evaluation.

44. To assist curriculum specialists, supervisors, and teachers in the adoption of materials and practices that can be evaluated in terms of specific objectives.

C. Program or Project Activities of the Institution

4. To identify the outcomes which are contingent upon particular antecedent conditions or strategies.

5. To identify the consequent side effects of the strategies or practices in a program implementation.

12. To develop descriptive information about programs.

13. To develop generalizations about the program and its practices.

18. To evaluate programs or practices developed, tested, or adopted in other settings.

19. To make judgments about programs or practices developed, tested, or adopted in other settings.

20. To assess the congruence between what the program does and intends to do.

27. To explicate the rationale for developmental programs.

28. To translate program objectives into behavioral or operational terms.

29. To feedback the data relating to the congruence of the outcomes and intents resulting from the program.

30. To present generalizations and data to the decision-makers in a form that will enable them to identify gains and losses from a particular program.

35. To accumulate project or program information about similar programs in other settings.